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ABSTRACT

This guide summarizes information and procedures from recent research on staff development and provides examples of staff development practices in Georgia school systems. Section 1 describes a new vision for staff development, with a focus on student development as a strategy for organizational change. Section 2 looks at the expanding role of the staff developer and the competencies that are important for effective performance. The third section examines the factors of change, considerations for personnel development, strategies for whole-school development, and key themes in successful change. Information to help staff development educators deal with diverse and ambiguous situations involved in initiating staff development programs is offered in section 4. Issues and practices in implementation and institutionalization are discussed in the fifth and sixth sections. Section 7 provides information on staff development programming in Georgia, with a focus on its history, legislative guidelines, and pertinent forms. Section 8 offers a range of resources, including references, professional associations, a glossary, and information on distance learning and the Georgia Education Leadership Academy. A detailed school-focused staff development guide is provided in the final section. Three figures and a 5.5-page bibliography are included. (LMI)

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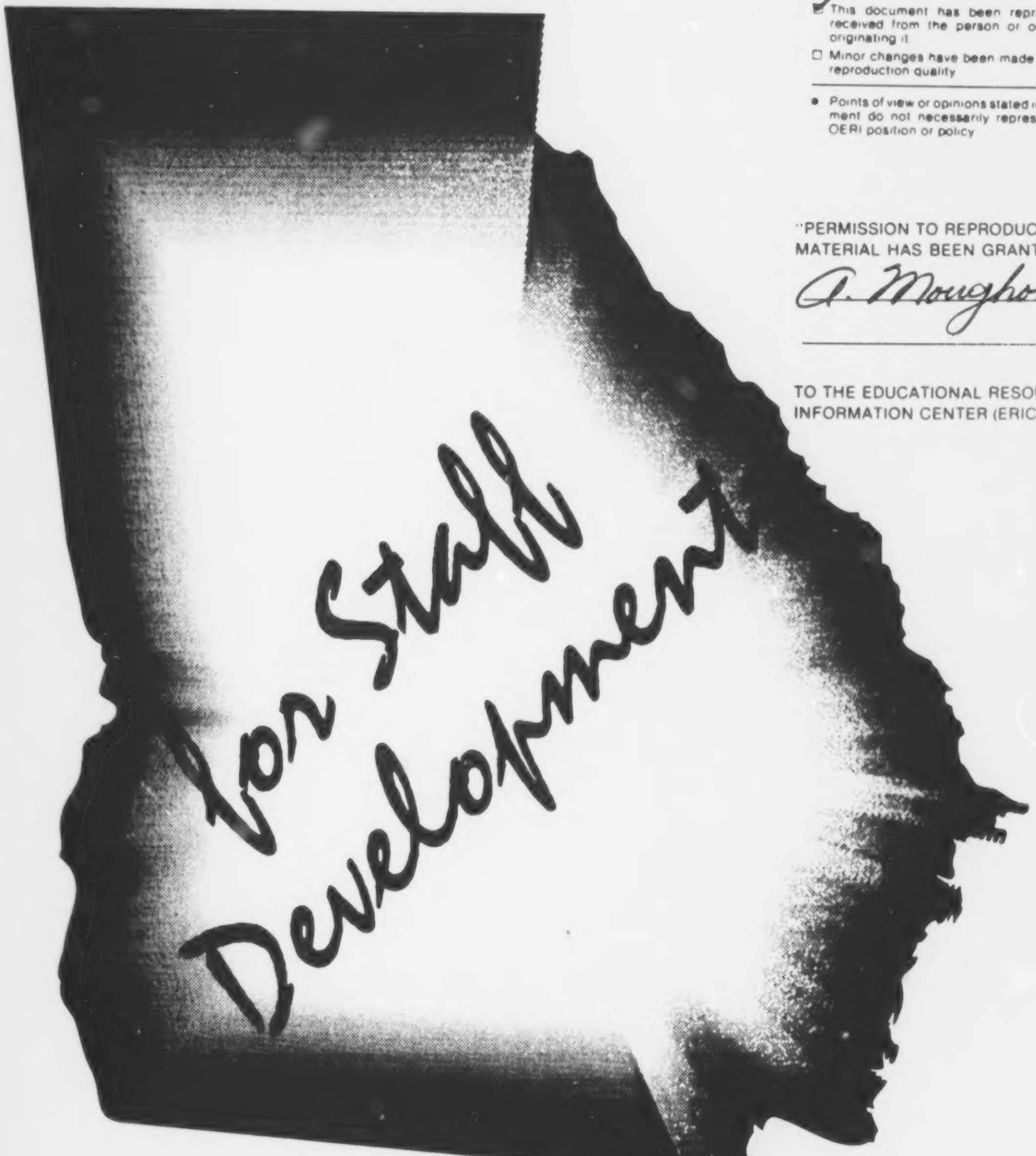

for Staff Development

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Foreword

Strengthening public education's human resources is one of the Georgia Department of Education's **Strategic Directions** for improving the quality of education in Georgia. We contracted with Northeast Georgia and North Georgia Regional Educational Service Agencies (RESAs) to assist us in developing this resource guide for staff development.

This guide summarizes information and procedures from recent research in staff development and provides examples of staff development practices in Georgia school systems. Part of the guide's purpose is to encourage networking with other staff developers in the state. The guide also includes suggestions, hints and reminders for administering of local comprehensive staff development programs and a section on department rules, forms and procedures for staff development.

This guide is designed primarily for central office staff development coordinators who are responsible for planning, developing, implementing, managing and evaluating local school system comprehensive staff development programs. The information will be especially helpful to new staff development coordinators, but experienced coordinators also will find ideas here. Members of boards of education, superintendents, school principals, school-based staff developers and consultants should also find the information valuable.

This resource guide applies to all personnel — both certified and noncertified. We hope you will find this guide to be a helpful resource as you plan and carry out your comprehensive staff development program. If we can provide assistance in your staff development planning or programs, please contact the Staff Development Services Unit, Georgia Department of Education.

Werner Rogers
State Superintendent of Schools

A New Vision for Staff Development

According to the business magazine *Fortune*, the most successful corporations of the 1990s will be "learning organizations" that can adapt quickly in a rapidly changing environment. In such organizations, learning is an organic growth process that stimulates higher levels of thinking and creative expression. Although the maximally adaptive learning organization is still an ideal, many schools and businesses are moving toward less bureaucratic, decentralized structures and are using problem-focused teams to improve performance. The challenge facing leaders in both business and education in the 1990s and beyond is how to help the learning process in organizations generate and internalize new knowledge and innovations.

Educators may think that schools emphasize learning all the time. Actually, schools are *teaching* organizations by definition and not necessarily *learning* organizations. Schools are designed primarily to transmit information, not to generate or invent it. Even school faculties that teach well may learn poorly if good practice is not constantly improved and internalized through continuous experimentation and feedback. The 1980s focused on getting school faculties to *teach* better. The future requires that school faculties *learn* better as well. To achieve this future vision of schools becoming learning environments, staff developers need a holistic perspective of their school systems, individual schools within the system and all educational personnel involved in operating the school system.

Usually, staff development is associated primarily with teachers and administrators. However, for schools to become actual learning environments, everyone — both certified and noncertified personnel — should have planned staff development. This staff development resource guide offers many ideas for staff developers to prepare schools to face the future by becoming *learning* organizations.

Staff development is an organization's process for supporting the improvement of instruction through the professional growth of educators. It can be implemented in either a bureaucratic or a learning organization.

In bureaucratic organizations, staff development is driven by needs assessments conducted by central office staff, who then identify priorities for the school system. Staff development activities are planned at the central office with little participation from faculty and staff. They are a passive audience who are expected to attend a fixed number of staff development activities every year.

In learning organizations, faculty and staff become more involved in decisions about curriculum and instruction, in mentoring and in peer supervision. They actively participate in identifying needs and planning staff development activities at the school level. As members of a community of learners, teachers, administrators and other professional and nonteaching staff often make presentations to their colleagues and rely less on outside consultants.

Emerging Meaning of Staff Development

Staff developers are part of an emerging group of educators who envision schools as learning laboratories where students, faculty and staff are actively engaged in continuous learning. In such schools, continuous staff development and improvement become a way of life. School development is inextricably linked to personnel development. Staff development is a strategy for basic organizational change in the way school personnel work and learn together. From this perspective, staff development is the process for developing a long-term capacity for continuous improvement in schools.

Student learning is closely connected to the knowledge of education professionals, and staff development is the primary vehicle to develop and reinforce that knowledge. Professional knowledge comprises three overlapping components

- **Academic Content** — that which undergirds the content learned by students,
- **Curricular and Instructional Strategies** — the process of organizing content and helping students study it and
- **School Improvement** — the cooperative work by faculties to make the school better (Joyce and Clift, 1983).

In this view staff development is change — in learning materials, skills, practices, thinking and understanding (Fullan, 1991). Staff developers must, therefore, have knowledge about the content of an innovation and even more skill in facilitating the changes it requires.

Rosenholtz (1989) found that teachers in "high consensus" or "learning-enriched" schools have a marked spirit of continuous improvement; i.e., no teacher ever stops learning how to teach. Such teachers define, communicate and experience continuous self-renewal as a fact of everyday life. The goal of staff development is to have all schools defined as "learning enriched." Seen in this light, effective staff development will

- Promote student learning in academic, social and personal domains,
- Change the culture of learning for both adults and students so engagement and betterment are a way of life in schools (Fullan, 1991),
- Cause the formal learning activity to become the process by which the teachers and administrators seek and test improvements as part of their everyday work inside and outside the school (Fullan, 1991),
- Establish a culture where learning by school personnel becomes a natural part of the work setting and
- Build a synergistic environment where collaborative enterprises are both normal and sustaining and where continuous training and study blend both academic substance and teaching into the school (Joyce and Showers, 1983).

Challenges for the Field of Staff Development

Fullan and Hargreaves (1991) state that the practice of staff development must itself change before learning-enriched cultures in schools are possible. Approaches to staff development that are noninvolving and oblivious to the real needs and concerns of school personnel are actually part of the problem with change, not part of the solution (Fullan, 1991; Little, 1990).

A high proportion of staff development efforts are specific, focused on particular innovations and isolated from each other. They offer a set of self-contained, cafeteria-like options to target groups within schools. Because staff development is often low in the order of supervisory functions, packaged programs, specific initiatives and one-shot workshops can be attractive and practical. They do not impinge awkwardly on curriculum matters, on the continuing organization of the school or on someone else's territorial rights. As a result, training in the techniques of effective instruction, the development of mentor systems and peer coaching and the improvement of leadership skills are often separate functions (Fullan and Hargreaves, 1991).

Strategies of staff development must be **integrated** with one another and find support within the wider, institutional context. Specific staff development initiatives are almost certainly doomed to failure in schools with uncongenial and nonsupportive working relationships where people are suspicious of innovation. Staff development efforts should be carefully combined with broader school improvement efforts and take the whole school into account as a complex and changing institution. (Fullan and Hargreaves, 1991, p. 16)

Pink (1989) identified 12 factors that can act as barriers to effective staff development. Suggested **methods** for practitioners to **overcome these barriers** follow.

- Provide enough time for teachers and school leaders to plan for and learn new skills and practices.
- Avoid tendencies toward faddism and quick-fix solutions.
- Maintain central office support and follow-through.
- Seek adequate funding for the project.
- Instead of attempting to manage projects from the central office, develop school leadership and capacity for change.
- Obtain adequate technical assistance and other forms of intensive staff development.
- Provide for a high level of faculty and staff knowledge about how to implement the project.
- Combat problems arising from the turnover of personnel in each school by providing for continuing orientation of new personnel in the innovation.
- Prioritize to reduce interference from competing demands or overload.
- Address the incompatibility between project requirements and existing organizational policies and structure.
- Take into account site-specific differences among schools.
- Clarify and negotiate the role relationships and partnerships involving the school system and innovation experts. (pp. 21-22)

The challenge for staff development practitioners is great. Louis and Miles (1990) conclude that "at best, changes are based on steady and patient efforts to work within the school as it exists, while maintaining a vision of what can be. It is a slow process that depends not on flashy leadership, but on dogged tenacity and skill at coping with the inevitable crises that occur in any evolving program of change." (p. 15)

Thematic Guidelines for Effective Staff Development

As we move toward our vision, we should keep in mind guidelines for effective staff development (Fullan, 1991). One guideline is that **learning** — in this case adult learning — must permeate everything the school system and school do. It must be equally important for all staff regardless of position. School systems and schools must strive to coordinate and integrate staff development. Staff development approaches should be based on people — their roles and settings, a clear understanding of the change process and the meaning of change.

A second guideline cautions that all promoters of staff development should pay attention to two basic **ideas**

- The attributes of successful staff development should be incorporated in as many activities as possible.
- Staff development should be provided less to carry out a specific innovation or policy

and more to create individual and organizational habits and structures that make **continuous** learning a valued and endemic part of the culture of schools and teaching (Fullan, 1991).

Rockdale County Schools

During the past five years the Rockdale County School System has developed an in-system staff development day. After an intense needs assessment using a quality circle format, educators identify their needs and determine which are addressed as school-focused and which are systemwide. Any need identified as systemwide is included on the agenda of staff development day.

Registration for the now two-day conference is the same as for any state or national conference. Participants make their selections from the agenda and receive confirmation from the staff development office. The 1991-92 program consisted of 127 sessions based on assessed system needs with the general goal of keeping all system employees up to date and well-informed concerning their chosen profession.

A continental breakfast promotes informal sharing and opening of communication lines among persons with common interests across the system. Employees gain understanding of the variety of positions in the system and how essential each is to the smooth operation of Rockdale County Schools. Participants' evaluation and participation growth confirm the quality of the sessions.

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School System Ethos

Schools operate within the context or culture of school systems. The **school system culture** supports and enables schools to improve, that shapes schools and schooling. The system has considerable impact upon the educational attainment of students. Teachers and others know not to take change seriously unless central office administrators show through their actions that they should. Research shows that the support of central office administrators is critical for change in school system practice. There is increasing evidence that the most effective schools are in systems with close, ongoing interactions between school and system staff (Coleman and LaRocque, 1990; Fullan, 1991). Although **individual schools** can become highly innovative for a short time without system-level support, they cannot stay innovative without system action to set up the conditions for continuous and long-term improvement (Fullan, 1991; Pajak, 1992).

Role of School System-level Leaders

Huberman and Miles (1984) believe that adopted changes will not be implemented on any scale unless school system administrators provide specific **pressure** and **support**. All major studies show that support of the local implementation process at the system level is essential if real improvement is the goal (Louis, 1989; Marsh, 1988; Rosenholtz, 1989). The chief executive officers and other key system administrators set the conditions for implementation when they show specific forms of support and active knowledge and understanding of the realities of trying to put a change into practice. Fullan (1991) puts it most forcefully when he states, "System administrators affect the quality of implementation to the extent that they understand and help to manage the set of factors and the processes of successful change." (p. 75)

The research on the role of school system administrators (Louis, 1989; Pajak, 1989; Rosenholtz, 1989; Coleman and LaRocque, 1990; Fullan, 1991) indicates that **effective system leaders**

- Are a critical factor in initiating specific innovations and new programs,
- Convey a sense of direction and purpose,
- Stimulate change and develop acceptance of the idea of continued change,
- Make sense of the reality that schools are in the business of contending simultaneously with multiple innovations,
- Combine interactive monitoring with a respect for school autonomy,
- Play a major role in channeling information about possible innovations to school-based personnel — in effect, the former control the knowledge base on which the latter may act,
- Review, revise and reconstitute goals over time with frequent task-focused interaction with school leaders,
- Rely heavily on delegated authority by putting in place structured guidelines that teachers, principals and staff help shape,
- Recognize the centrality of system diagnosis, evaluation and feedback to achieve goals,
- Mobilize system resources in pursuit of organizational goals,
- Focus school visits to help institutionalize system norms by symbolically communicating their importance to principals, faculty and staff,
- Infuse the school system with hope and vitality,
- Operate from a basic set of principles that combines knowledge about factors that restrain or facilitate change and knowledge about how to influence or alter these factors,
- Work constantly at communication, because the leader realizes that difficulties of communication are natural and inevitable and
- Establish the norm for intellectual leadership by valuing the interchange of ideas that lead to innovative solutions.

Washington County Schools

Staff development in Washington County is organized into three divisions. The major division is school-focused. Each school, under the direction of a staff development committee, determines its needs, selects its priorities and plans its own staff development program, including the budget. The next division is the departments. This includes special education, guidance, media and classified. Each of these departments has a chair or coordinator who is responsible for all the paperwork and for facilitating staff development activities. The departments also prepare their own budgets. Those activities that are of systemwide interest make up the third division — mentor program and special events, such as staff development day, conferences and workshops.

All divisions handle the paperwork, program facilitation and budget. The system staff development coordinator collects all budgets and program plans and adjusts whatever may be needed to assemble the system comprehensive plan. This process for managing the staff development program has worked well for the past five years.

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Centralization Versus Decentralization

Reform, if successful, will play out in what Elmore (1988) calls four "contested terrains." These terrains are the classroom, the school, school systems and school communities. For school systems the question is: Can school systems help set up schools that place primacy on engagement in teaching and learning rather than resistance to or compliance with central directives?

School system administrators are a determining force for the direction schools will take. System administrators can help facilitate the direction schools take by

- Taking the initiative in developing a clear expression of core values, beliefs and goals that reinforces a system culture characterized by student learning, professional growth, diversity, innovative practice and risk taking;
- Facilitating school autonomy and shared governance by seeking information that school teams need and by coordinating activities in pursuit of common goals;
- Providing technical assistance, information, staff development, additional resources and time to help teachers, principals and staff reshape their roles and rethink their responsibilities;
- Modeling the importance of collaboration, collegiality, trust, caring, asking questions, listening carefully and nurturing leadership in others;
- Providing training to faculty and staff in areas such as classroom observation and conferencing, problem solving and decision making by consensus, team-building, interpersonal communication, conflict resolution and other areas that are applicable to self-governance;
- Coordinating staff development training when the needs identified by several schools overlap; and
- Keeping school action plans focused on student learning, instruction and curriculum and providing school teams with special content expertise (Pajak, 1992).

There is an alternative to becoming caught in the dilemma between centralization and decentralization. A middle ground involves the **system and school as co-managers** of the improvement process. System leaders would be responsible for

- **Building:** ensuring that there is sufficient communication and shared understanding of the system's goals and of how individual school goals relate to them
- **Setting**: developing the broad outlines of a semipermanent policy strategy and how it will be carried out depending on the strategy selected; this would include setting performance objectives in consultation with relevant parties and/or designing a school improvement process
- **Stimulating**: providing easy access to new ideas in ways that permit faculty and staff to engage critically with them
- **Enabling**: providing faculty and staff with a staff development model that will permit them to acquire the requisite skills for school improvement and self-development
- **Supporting**: providing technical assistance, moral support and recognition for schools and individuals with innovative ideas
- **Buffering**: ensuring that schools are protected from other demands, such as unreasonable political pressures, new rules or additional innovative programs that might distract them from the improvement effort, and ensuring that they have timelines sufficient to meet new goals. (Louis, 1989, p. 164)

Tift County Schools

Tift County School System invites every administrator to develop a school-focused staff development plan. The school faculty and staff produce an action plan listing goals, objectives, budget and expected results. Building leaders return the plans to the central office staff developer for incorporation into systemwide budgeting and planning activities. The central office staff developer schedules conferences with building personnel as needed for technical assistance in assessing needs, planning, scheduling and evaluating programs.

The following statement appears on materials attached to the memorandum inviting school leaders to submit a building plan: "The most effective staff development is school-based. Research indicates that the school is the unit for change. Centering on individual needs, in absence of an institutional focus, is fragmented effort that has little effect on change."

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Implications for Systemwide Staff Development

If staff development is seen as a strategy for basic **organizational change** rather than a strategy for implementing specific, instructional change, then systemwide staff developers become valued and respected internal consultants to other system and school leaders. The role of systemwide developers then becomes more fluid, permeating facets of system life and making all initiatives more coherent and integrative. The paramount task of system administrators is not to get this or that innovation put into practice but to build the **capacity** of the system and the schools to handle all innovations (Fullan, 1991). The relationship between the system and the school cannot be minimized as more attention is given to site-based management models, empowerment strategies and restructuring themes.

Expanding the Role of the Staff Developer

An adequate, even good answer to the question "Who is the staff developer?" used to be simply the person who had the title, compiled needs assessment data, wrote the local staff development plan, administered the paperwork and scheduled the workshops. Those tasks are still important but are nowhere near a complete list. Today, a broader concept of staff development is more appropriate in many school systems.

As staff development plans and school improvement plans parallel each other — and eventually **merge** — in a school system's efforts to improve student outcomes, nearly all persons associated with the goal of improving learning become staff developers. Learning itself is complex, influenced by many factors that are not controlled by educational institutions. Setting one staff developer to work in isolation toward this complex goal is a strategy with little hope of success.

Some years ago, the staff developer was the person who arranged for the speaker for opening day or systemwide teacher inservice day. Today the staff developer designs, implements and leads the institutionalization of school or system improvement efforts. In addition to the professional growth of teachers, staff developers provide for the professional and occupational needs of administrators, media specialists, paraprofessionals, school food service workers, bus drivers, substitute teachers, secretaries, custodians and any other persons employed by the school system. In the broadest sense, staff developers are all those persons concerned with what can be done to make learning outcomes more predictable, fairer, comprehensive and appropriate for today's students and tomorrow's world.

They are a **collaborative group** of educators probably helped by a person who has the staff developer title. This group is flexibly structured around subtasks or parallel tasks that take up planning and implementing goal-directed change in schools. This definition points toward the next concern: the need for setting up and maintaining focus in a collaborative group.

LaGrange City Schools

As part of the system staff development program since 1987, two staff developers who are full-time classroom teachers are trained in each school. Staff development duties include mentoring new teachers and providing help for teachers with assessed needs. Other duties are conducting needs assessments for staff development planning, planning in-house improvement projects and providing instruction in school-based and systemwide workshops and courses. School Staff Developers (SSDs) developed an effective teaching practices manual, "Making the Best Better," in 1988 for systemwide use. SSDs meet monthly for additional training, updates and sharing.

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The Focus of Staff Developers

Staff developers, according to Philip Schlechty, are people who think about how to organize the school system. A staff developer is a source of ideas who stimulates thinking among busy coworkers.

> There's not enough thinking because we're always so busy doing. Someone or some group in a school system has to think constantly about the future and encourage others who are too busy with the present to think about the future. Staff developers need to be organizational gadflys who are always asking "what if." (Schlechty, 1991, p. 5)

Thus, the staff developer encourages and supports those who are looking to the future, who are asking "what if" and who are providing the training for their colleagues. And the gadfly character of the staff developer must fit somehow within a collaborative, partner relationship with the improvement group.

Other education thinkers emphasize the staff developer as **change agent** who brings to the change process a unique, probably more global perspective that includes the complex relationships among the many elements likely to be affected by the change.

> Effective change facilitators work with people in an adaptive and systemic way, designing interventions for clients' needs, realizing that those needs exist in particular contexts and settings. Functioning in a systemic way recognizes that the school as a whole will be affected by whatever is done with respect to even its smallest part. Interventions in one arena may well produce unexpected results in another. Therefore, notions about the speed with which successful school improvement can be accomplished, the specific actions needed to achieve it, and even the shape that implemented change will ultimately take may have to be altered along the way. (Hord, et al., 1987, p. 7)

Fullan (1991) believes that staff developers

> should remain committed to **flexibility** in their plan for change. He sees educational change as a process of coming to grips with the *multiple* realities of people, who are the main participants in implementing change. The leader who presupposes what the change should be and acts in ways that preclude others' realities is bound to fail. (Fullan, 1991, p. 95)

Fullan further reminds staff developers to assume that "one of the main purposes of the process of implementation is to *exchange your reality* of what should be through interaction with implementers and others concerned . . . that successful implementation consists of some transformation or continual development of initial ideas." (Fullan, 1991, p. 105)

Staff developers in collaborative groups remain focused on goal making and problem solving. Conceptions of future improvements are adjusted based on the perceptions and realities of other staff developers involved, creating new understandings of the goals and problems in improving learning.

Redefining Staff Developers

By most measures student achievement trails most communities' expectations. Prospects for significantly large increases in education personnel, instructional materials, equipment or facilities are not bright. Still improvement is the goal. What other resources are available for the task?

Many human resources remain untapped. In fact, they are education's most viable hope for improvement. Faced with current realities, staff developers need to focus on improving themselves and helping their colleagues grow.

In doing so, a culture of learning and sustained growth pervades the school and system.

School improvement is difficult and complex. It involves multiple roles, personalities and the full range of concerns and challenges involved in the functioning of any large organization. As staff developers facilitate changes at the school level, school leaders should provide support for changes of two kinds:

- Expansion of the **number of persons who function in the role of staff developer** and
- Expansion of the **role of the central office staff development coordinator** to planning leader and facilitator of other change agents.

Douglas County Schools

The more people we get involved in being staff developers, the higher their morale and motivation go. "This motivation is what sustains our program at Arbor Station Elementary School in years of budget cuts and shortages," says Kelli Penn, fifth grade teacher in Douglas County. Mrs. Penn became a member of a systemwide staff development advisory council in 1986 in a system that was beginning to move toward site-based staff development. For some time her role was to help her system coordinator decide and communicate between school and central office levels. Back at her building she worked with the principal and instructional lead teacher carrying out the needs assessment, interpreting the data and completing a school staff development plan. This plan was submitted to the system coordinator for approval.

For a couple of years, building needs and teacher interests supported activities in Assertive Discipline, cooperative learning, critical thinking and parent conferencing skills. Mrs. Penn assisted in schoolwide miniworkshops on an inservice schedule that allowed each teacher to explore each topic once during the year. Faculty also developed skills in learning styles and time management.

Increasingly, however, Mrs. Penn's role has become that of facilitator and planner for her building's activities. In 1991-92, a year with Reflective Teaching as a focus for teacher-directed staff development, she worked with grade-level teams. They planned individualized activities for teachers who determined their own needs from videotaping their classes. A building-level committee has evolved to help determine priorities for use of funds and time at Arbor Station.

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The Work of Staff Developers

Staff developers find new ways to change schools by integrating old traditions and current realities with visions of the future. They are the persons who

- Help others understand and apply contemporary research and theory about teaching, adult learning and organizational development,
- Explain to the school board, faculty, staff and community the purposes and structure of a staff development program,
- Collect and analyze information about faculty and staff needs with respect to system or school goals,

- Involve participants in planning their training programs,
- Encourage and strengthen collaborative decision making among teachers, administrators, staff and community members,
- Manage the delivery of programs to participants,
- Conduct a comprehensive evaluation of staff development activities and programs and
- Complete all the forms to receive state and federal funds (Ohio Department of Education, 1983).

The Nadler Human Resource Development Model (1980) summarizes the staff developer's tasks and roles as those of the learning specialist, administrator and consultant. **Integrating these roles** to function effectively within the context of the school or school system seeking improvement is the peculiar challenge facing staff developers. Meeting this challenge will require specific knowledge and skills, most generic to leadership personnel, some more narrowly the domain of the staff developer.

Competencies Important to Effective Performance

Recognizing the need to provide a framework for the education and continued development of professional staff developers, the National Staff Development Council established a committee in 1989 to identify the competencies needed to lead and manage comprehensive staff development programs. Those competencies serve as guidelines for school systems, state departments of education and colleges in selecting, training and evaluating staff development personnel. The thirty competencies fall into four broad categories: Program/Curriculum, Consultation/Facilitation, Management and Personal. These appear with amplifying descriptions in Figure 1. (pp. II-5 – II-6)

A listing of such competencies, of course, also may aid school or system-level staff developers as they select, train and evaluate other staff developers. Moreover, working in a collaborative team, staff developers might assess strengths and weaknesses and jointly decide to develop the human resources of the group to meet needs of the school or system more effectively.

How effectively staff developers can function relates to their leadership and their inventiveness within the context of the policies and programs of their school or system. Their effectiveness relates to their sensitivity to developmental processes in individuals and organizations. They must continuously find ways to unify their own vision for the future with other professionals' needs and visions for the organization. As these become realities, schools become more like learning laboratories for both children and adults.

Figure 1 **Performance Competencies for Staff Developers**

Competency	Descriptors
Program/Curriculum	
Adult development/ Learning theory	Knowledge of how adults learn and develop through personal and career stages; ability to apply this understanding in designing and implementing staff development programs that support individual/group change and professional growth
Evaluating staff development programs	Knowledge of program evaluation models and the ability to conduct formative and summative evaluations of planning, training and implementing activities
Implementing staff development programs	Understanding of the research on individual and organizational change and the ability to implement a program and to plan strategies that support change during implementation
Instruction	Knowledge of learning theory and the ability to apply effective teaching strategies to achieve learning objectives
Needs analysis	Knowledge of existing needs assessment strategies and the ability to construct and use needs assessment methods, analyze results and design the content and follow-up of staff development programs appropriate for the identified audience
Organizational development	Understanding of organizational change processes and the ability to diagnose organizational needs, identify organizational climate and culture, and provide useful data to decision makers
Planning	Ability to gather and analyze data, project future educational needs and trends, incorporate the perspectives of various constituencies and establish commitments to objectives and activities for short- and long-range plans, as well as strategic and contingency plans
Presentation	Ability to understand modality preferences and cognitive style, to design presentations that communicate nonverbally and orally, to use appropriate visual aids and to make adjustments based on audience needs
Research	Ability to select and develop research methodologies and to use data collection techniques and statistical techniques for action research, as well as program development and evaluation
Resource management	Knowledge of and the ability to use community, state, national and international networks as well as private enterprise to secure the resources to meet staff development needs
Training design	Ability to diagnose group needs, determine learning and training objectives, select appropriate activities for participants with different learning styles and design follow-up support structures
Understanding of educational and staff development research and issues	Knowledge of current research, issues and trends in education and of staff development models and effective practices; the ability to apply research and theory on human information-processing, reflective analysis and decision making
Understanding of multicultural and diverse populations	Knowledge of the cultures and mores of different cultures and ethnic groups and the ability to work with them effectively

Consultation/Facilitation	
Coaching	Ability to organize programs addressing coaching strategies and to use coaching skills to assist all school employees in professional growth
Conflict management	Ability to resolve or help facilitate resolution of conflicts and to use mediation and negotiation strategies
Group process and facilitation	Ability to manage groups effectively, use appropriate modes of decision making, use conflict creatively, build trust and rapport, establish consensus and use group learning strategies
Interpersonal	Ability to listen with empathy, ask insightful questions, give specific feedback, maintain confidentiality and use humor effectively and constructively
Public relations	Ability to promote effective staff development practices and programs through communication with the school community and the general public
Management	
Cost-benefit analysis	Ability to assess potential benefits accruing from staff development programs, to prepare budgets and accurately describe program costs and benefits to enable decision-makers to make informed choices
Delegation	Ability to determine which tasks to delegate, to select appropriate people for delegation, to provide them with training and support and to monitor their performance
Instructional technology	Ability to select and use appropriate existing and emerging technologies for planning, training, evaluating, record keeping and other purposes
Performance observation	Ability to observe objectively and describe job performance behaviors and their effects, and to assess changes in behavior resulting from training
Records management	Ability to establish systems to record and report information on various forms of program and participant data in an easily retrievable form, and to track progress
Regulations and procedures	Knowledge of local and state regulations and procedures as they relate to staff development
Linking	Ability to relate staff development to other components of the organization, such as teacher evaluation, supervision, curriculum development and school improvement
Personal	
Creative problem-solving	Understanding of creative problem-solving models and the ability to apply them in staff development situations
Intellectual versatility	Ability and desire to learn in a number of areas; ability to use a broad range of ideas and practices and to guide staff in reflection on professional practices
Leadership	Ability to involve others in working efficiently and effectively toward a shared vision and goals
Motivational	Ability to create and inspire energy and enthusiasm for staff development initiatives
Writing	Ability to communicate clearly in writing to diverse audiences through newsletters, reports, articles for professional publication, etc.

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Making Change Real

Innovations will have their intended impact and outcomes only to the degree they positively affect students. This section examines the factors or conditions that cause change, considerations for personnel development, strategies for whole school development and key themes in successful change.

Loucks-Horsley (1989) suggests that change in organizations typically proceeds in three phases: (a) initiation, (b) implementation and (c) institutionalization. During **initiation**, people develop clear images of the innovation and its meaning to them. During **implementation**, people's main concern is management of the innovation. At this point, training and coaching are helpful for people to become comfortable with the change. New practices are integrated into the school's structures and routines during **institutionalization**. Successful institutionalization requires continued support, encouragement and recognition. This section provides a brief overview, and the succeeding sections detail the three phases in the Georgia context.

Lowndes County Schools

Lowndes County School System awards improvement grants — $750 stipends — to individuals seeking to carry out activities designed to address identified needs in their schools. Certified staff members apply for support to carry out projects related to at-risk students, discipline, mainstreaming special students, implementing values education, parent involvement, classroom learning centers, human relations skills, thematically-integrated instruction, parent education and school long-range planning, among others. Funds to support the grant come from the state professional development stipend allocation.

Application forms ask staff members to (a) describe the school problem to be addressed and (b) state the staff development goals, activities, materials, on-the-job implementation and expected project results. Applicants also must outline planned evaluation strategies, plot their activities on a timeline and itemize a budget. The system staff development coordinator and superintendent approve one grant per school per year.

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Initiation

Using the findings of his colleagues, Fullan (1991) identifies four main insights regarding the change process for staff developers to understand and acknowledge. Using these insights throughout the change process is important, but it is especially critical during the initial stages of introducing an innovation.

- **Active Initiation and Participation**
  Begin with small groups and build momentum.

- **Pressure and Support**
  Both pressure and support are necessary for success. When change occurs, it is because some pressure has built up that leads to action. Successful change projects always include elements of both pressure and support. Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste of resources.

- **Changes in Behavior and Beliefs**
  Most people do not discover new understandings until they have delved into something. Changes in behavior precede rather than follow changes in belief (Fullan, 1985). When people try something new, they often suffer the "implementation dip." Things get worse before they get better as people grapple with the meaning and skills of change (Joyce and Showers, 1988).

- **Overriding Problem of Ownership**
  Ownership in the sense of clarity, skill and commitment is a progressive process. "True ownership is not something that occurs magically at the beginning; instead it is something that comes out the other end of a successful change process." (Fullan, 1991, p. 91)

Introducing Innovations

Using different designs and introducing innovations in several settings, Stallings (1989) and her colleagues set out to improve teaching and student achievement relative to reading practices in secondary schools. Stallings identified research findings on effective reading practices as well as research on critical factors related to effective staff development. About the latter, Stallings (1989) stated that teachers are more likely to change their behavior and continue to use new ideas under the following conditions.

- They become aware of a need for improvement through analysis of their own observation profile.
- They make a written commitment to try new ideas in their classroom the next day.
- They modify the workshop ideas to work in their classroom and school.
- They try the ideas and evaluate the effect.
- They observe in each other's classrooms and analyze their own data.
- They report their success or failure to their group.
- They discuss problems and solutions regarding individual students and/or teaching subject matter.
- They obtain a wide variety of approaches (that is modeling, simulations, observations, critiquing videotapes, presenting at professional meetings).
- They learn in their own way to set new goals for professional growth. (pp. 3-4)

Careful planning with a representative group of school or system staff and continuing pressure and support increase the likelihood of changes occurring and being maintained.

Whitfield County Schools

The Arts in the Curriculum is a cooperative effort among public school systems, a regional arts center and a higher education institution. Federal and private grants entirely fund this program. School systems provide release time to participating staff members on school-year training days. Trainees receive a small stipend for the initial summer training period at the University of Tennessee at Chattanooga. Participating school systems must sign an agreement to support the program, and each participating school must involve both teachers and an administrator in training. A school may participate in any or all of three institutes — visual arts, theater and music — developed by the Southeast Center of Education in the Arts.

Participants complete training over a two-year period, part in summers, part during school years. Institute directors observe students implementing the skills and knowledge learned through the institute. Participants serve as trainers for other staff members in their schools and for other schools throughout their systems.

Skills acquired are often interdisciplinary in nature. For example, one activity from the theater institute involved teaching the human circulatory system using drama. All the students became various parts of the circulatory system and "moved through the body" to illustrate this concept.

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Successful Change

Recent studies provide clear descriptions of the **main themes** in successful change at the school level. The consistent message in this research is that a few themes in combination make a difference. The most fully developed conceptualization is that of Louis and Miles (1990), in which five major themes are these.

- **Vision Building**
  It is crucial to develop a clear, shared vision — of the school as it might become and of the nature of the change process that will get it there.
- **Evolutionary Planning**
  Successful change is most likely when the program is evolutionary, rather than tightly predesigned, with plenty of early action to create energy and support learning.
- **Initiative Taking and Empowerment**
  School implementation efforts are most successful when the school and the system are actively engaged with each other, but with few rules and much autonomy for the school. Power sharing is crucial, and turbulence will be the norm as leaders lead such efforts.
- **Staff Development and Resource Assistance**
  Substantial, sustained, relevant and varied assistance is essential. Implementation is not a self-sustaining process, and building permanent internal resource structures is critical.
- **Problem Coping/Monitoring**
  Problems are inherent in serious change efforts. Coping with them actively, promptly and with depth is the single biggest determinant of success. Careful problem-sensing and deliberate coping efforts are the hallmark of success. (pp. 290-295)

Pierce County Schools

Assessment of the student population at Pierce County High School four years ago revealed a high dropout rate and the need for a recovery/re-entry program. Administrators and faculty worked together to design the Optional Education (Op-Ed) program, which helps prevent potential dropouts from leaving school and provides a re-entry program for those who have already dropped out.

Planners attended conferences on the student at-risk and studied the literature as a group. They believed in students' potential for success and in the school's responsibility for the whole child — his/her psychological, social and academic welfare. An assistant principal, a project teacher, a vocational teacher, a remedial education teacher and a school counselor compose the Op-Ed project staff. They do the planning and decision making that give the program autonomy and focus. Students in the program spend three hours a day in academic and prevocational life-role *skills instruction and three hours a day in regular vocational classes.*

The program is small, with approximately 48 students, so that teachers can develop personal relationships with students and be more responsive to individual needs. Teaching strategies are individualized with several strategies — prominently computer-assisted instruction and cooperative learning — woven around real-life problems.

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Implementation

According to Joyce and Showers (1988), training should be designed around five elements that assure a high degree of skill and the transfer of new skills to the classroom. These elements are as follows.

- **Theory**: Participants study the rationale, the conceptual base and the description of an approach.
- **Demonstration**: Participants see live and video demonstrations of a strategy.
- **Practice**: Participants practice the new skills with peers.
- **Feedback**: Participants learn a system for seeing teaching behavior and reflecting on those observations.
- **Coaching**: Participants coach their partners as an extension of the training. (See Figure 2 on p. III-5)

Coaching, as Joyce and Showers describe, has as its purpose the implementation of innovations where determination of the effects on students is possible. Coaching and feedback also function more strongly as the school and system culture values and reinforces a positive professional climate.

Houston County Schools

Effective Teaching Practices — Beyond Effective Teaching is a program designed for in-service teachers to enhance teaching skills and to help them understand the basic concepts of effective teaching. The program is based on the tenets of Madeline Hunter, but does emphasize other research models. The training process is very much teacher-driven and designed around teacher needs. Teachers evaluated the results for longitudinal effects and believed they had improved instructional techniques and skills. Additionally, teachers who were doing a good job received much needed reinforcement. This course reinforced good teaching practices.

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Building a Professional Climate for Adult Learning

A climate for adult development is built by defining staff development in a more **holistic** manner and by basing programs on strengths, goals or growth issues rather than on defects and weaknesses. Senior professionals also

Figure 2 Components of Effective Inservice Training

Component	What It Does	How To Do It	What Good Is It?	Comments
Theory	Provides rationale and description of the skill or technique, including potential uses.	Readings, lectures, films, discussions.	Raises awareness; increases conceptual control of a subject.	When used alone, theory rarely results in skill acquisition or transfer of skills into the classroom.
Modeling or Demonstration	Enacts the teaching strategy or skill.	Live demonstration with children or adults; films, television, or other media.	Has considerable effect on awareness; some effect on knowledge; increases mastery of theory.	Modeling alone is unlikely to result in the acquisition or transfer of skill unless accompanied by other components.
Practice	Gives experience with a new skill or strategy.	Simulation of the event with peers or small groups of children.	Once awareness and knowledge have been achieved, practice is an effective way of acquiring skill and strategies.	Practice is an extremely effective way to develop competence in a wide variety of classroom techniques.
Feedback	Offers a system for observing teaching behavior and provides the opportunity to reflect on teaching.	Can be self-administered; provided by peers, observers, coaches, on a regular basis.	Results in greater awareness of one's teaching behavior and knowledge about alternatives.	Changes in behavior will persist as long as feedback continues; then behaviors gradually return to the original point.
Coaching	Supplies support, technical assistance and commitment to the teacher.	Uses other teachers, supervisors, professors, curriculum consultants as coaches.	Helps teachers to analyze content and approach and make plans to help students adapt.	This element is especially necessary in the mastery of new approaches or skills; it encourages implementation.

(Reproduced from Staff development leadership teams: A training manual . (1984). Columbus, Ohio: Ohio Department of Education).
Taken from Joyce, B., and Showers. B. (February, 1980). Improving inservice training: The messages of Research. Educational Leadership, 37, 379-385.

build such a climate by modeling the acquisition of new skills and by seeking and using feedback from colleagues. A climate that has systematic processes to recognize and reward professional growth and support instructional risk-takers fosters adult learning. **Principles** of adult learning are seen in programs based on the following.

- Life situations are more appropriate than school subjects as units for organizing adult learning.
- Analysis of experience should be the basic strategy for adults gaining new knowledge, skills or attitudes.
- Adults need to direct their own learning experiences with respect to inquiry, style, place and pace.

Human resource development cannot be separated from school improvement. Loucks-Horsley and associates (1987) summarize ten factors that contribute to **successful teacher development** and apply to all personnel development:

- Collegiality and collaboration,
- Experimentation and risk taking,
- Incorporation of knowledge bases,
- Appropriate participant involvement in goal-setting, implementation, evaluation and decision making,
- Time to work on staff development and assimilate new learning,
- Leadership and sustained administrative support
- Appropriate incentives and rewards,
- Program designs based on principles of adult learning and the change process,
- Integration of individual goals with school and system goals and
- Formal placement of the program within the philosophy and organizational structure of the school and system. (p. 8)

Little (1990) identifies four levels of **collegial relationships**. These are given below, beginning with the most independent to the more interdependent.

- **Storytelling and Scanning for Ideas**: Contacts among teachers in which they gain information and exchange ideas.
- **Aid and Assistance**: One-to-one interaction among peers leading to mutual benefit.
- **Sharing**: Exchange of insights and methods among teachers revealing their instructional ideas or practice.
- **Joint Work**: The most interdependent form of collegiality involving meetings among teachers and administrators that rest on
    - Shared responsibility for the work of teaching,
    - Collective conceptions of autonomy,
    - Support for teachers' initiatives and leadership with regard to professional practices and
    - Group affiliations grounded in professional work.

By comparison to joint work, the first three represent weak ties among professionals. Joint work depends on the structural organization of task, time and other resources in ways not characteristic of other forms of collegiality. Joint work anticipates truly collective action. When faculty and staff work together and arrive at decisions collectively, the gains are as follows:

- Teachers have more choice in selecting instructional methods,
- Teachers have a larger pool of ideas, methods and materials that help strengthen their instructional capacity, and
- Teachers' organizational leadership and adaptability increase.

Glynn County Schools

The Glynn Model for Effective Teaching and Supervision(GMETS), one facet of a comprehensive staff development program, is based on the work of Madeline Hunter. GMETS is appropriate for all teachers and administrators involved in instruction for all grade levels. GMETS does not train all teachers to teach alike. It provides them with basic skills necessary to apply a variety of teaching styles.

GMETS stresses effective and efficient teaching and refines the process of professional decision making. The training program strengthens and updates teaching and supervisory skills. All teachers complete one session of GMETS (six days), and all instructional leadership personnel complete two sessions (16 days).

GMETS includes a maintenance component for both leaders and teachers who have completed the training phase. Additional inservice and coaching by peers continue to develop the skills and knowledge gained in the training phase.

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Monitoring Implementation

Information collected by classroom teachers' own analysis, by peer coaches or by supervisors is valuable in detecting emerging new skills at the point of implementation. They identify desired new behaviors and collect data on frequency and appropriateness of use. Data collection and feedback provide pressure and support for continuing work toward innovation goals.

The attitude of implementers is an additional and crucial factor to assess at this stage. A standard set of tools for assessment of attitude by staff developers during implementation of an innovation is CBAM, the **Concerns-Based Adoption Model**. "The CBAM offers administrators and facilitators a proven technique for innovation-monitoring" (Hord, et al., 1987, p. 54) through use of several instruments: the **Innovation Configurations** checklist, the **Stages of Concern** questionnaire or the **Levels of Use** interview/observation technique.

Each of these techniques generates information about a different aspect of the innovation, but all relate to the basic scheme of CBAM, which affirms that an implementer's level of concern about an innovation directly correlates with the degree to which the innovation has been incorporated into the classroom or the workplace. These stages of concern, from lowest to highest, are as follows.

0	**Awareness:**	I am not concerned about the innovation.
1	**Informational:**	I would like to know more about it.
2	**Personal:**	How will using it affect me?
3	**Management:**	I seem to be spending all my time getting materials ready.
4	**Consequence:**	How is my use affecting kids?
5	**Collaboration:**	I am concerned about relating what I am doing with what other instructors are doing.
6	**Refocusing:**	I have some ideas about something that would work even better.

Levels 0, 1 and 2 are concerns with **Self.** The **Task** is the concern in level 3, and levels 4, 5 and 6 reflect a concern about **Impact** of the innovation. Assessing these levels of concern

— and thus, the level to which the innovation has been implemented and what the implementers are feeling — the staff developer can more appropriately move through the stages of training without getting too far ahead of the people implementing the change.

Oconee County Schools

For the past two years the Oconee County School System has participated in the local Chamber of Commerce Trade Show. This trade show provides an opportunity for businesses to communicate with each other, and the school system display informs the business leaders of school system goals and programs. Staff developers design and prepare the display and serve as school system representatives at the trade show.

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Institutionalization

Careful implementation and monitoring can guide institutionalization of staff development for school improvement projects. Staff developers should approach their work with some **model of change** in mind, a model that enables them to consider factors known to affect the **organization's capacity to continue** the innovation beyond the implementation phase (Fullan, 1987; Huberman and Miles, 1984).

Louis and Miles (1990) offer the following observations about initiation and implementation strategies and successful institutionalization.

- Planning is energizing to the school, is well supported both inside and out and generally creates ownership of the program at the school level even where stimulated by a mandate at the system or state level.
- Implementation, however, is characterized by an increased number of real problems, many of which are severe and difficult to deal with because they represent dilemmas inherent in the setting or deeply embedded in the culture of the school.
- Relationships within school systems can be a modest and continuous source of implementation problems for schools even though there may be a high level of "support" for improvement from this source.
- Producing real effects takes time; many programs that are in early stages of implementation are apparently too optimistic about the time frame. (p. 50)

Overcoming Obstacles to Institutionalization

Purkey and Smith (1985) state that the chief barrier to **institutionalization** of an innovation is any factor that disrupted or derailed cultural change. Overcoming these institutional obstacles involves applying the following **strategies**.

- **Complete the Implementation**
  The more completely projects are implemented, the more likely they are to be sustained. The more they depart from the bottom-up, participatory model, the less likely they are to be lasting. A process that offers the illusion but not the reality of school-level responsibility is unlikely to continue once central office or board attention is focused elsewhere.

- **Prevent Administrative Resistance**
  School administrators can block grass-roots approaches to school reform that threaten

their authority or established patterns of the organization. Providing for input from administrators, if successful, will focus additional resources on the implementation.

- **Clarify and Harmonize Goals**
  School improvement is not a voyage of discovery but a process that leads to certain characteristics becoming implanted in schools and systems. There must be a clear, articulated vision.

- **Provide for Central Office and Board of Education Support**
  Support ranges from material incentives to public recognition of staff contributions. The seriousness and purposefulness with which the system administration undertakes its task are likely to be transmitted to school staffs.

- **Provide Sufficient Resources**
  Most schools will need additional time, money and information if their staffs are to break old habits of instruction and management and to acquire new attitudes and expectations.

- **Share Decision Making**
  Without a genuine voice in the decisions affecting their professional lives, building staffs are unlikely to accept responsibility for school improvement and student success. (p. 384)

School Development

One of the purposes of staff development is to unite the staff of the school in study to improve their school and thereby to engage the staff in continual programs to make the school better. Little (1981) found that school improvement is achieved when the following conditions occur.

- Teachers engage in frequent, continuous and increasingly concrete and precise *talk* about teaching practice (as distinct from teacher characteristics and failings, the social lives of teachers, the foibles and failures of students and their families and the unfortunate demands of society on the school). By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtue from another.
- Teachers and administrators frequently *observe* each other teaching and provide each other with useful (if potentially frightening) evaluations of their teaching. Only such observation and feedback can provide shared referents for the shared language of teaching, and both processes demand and provide the precision and concreteness which make the talk about teaching useful.
- Teachers and administrators *plan, design, research, evaluate and prepare teaching materials* together. The most prescient observations remain academic ("just theory") without the machinery to act on them. By joint work on materials, teachers and administrators share the considerable burden of development required by long-term improvement, confirm their emerging understanding of their approach and make rising standards for their work attainable by them and by their students.
- Teachers and administrators *teach each other* the practice of teaching. (pp. 12-13)

When deciding about whole school development strategies, Fullan (1985) identifies problematic dilemmas.

- ***What should be done about voluntary versus involuntary participation?***
  When circumstances are equal, voluntary participation is obviously preferred. However, initial indifference or even opposition

can be turned around if the innovation has high quality, meets a need and accompanies ongoing assistance. When beginning with volunteers, make it clear that participation by all is eventually expected. When mandating some involvement, realize that more intensive help and direction will be required.

- ***Should one use small-scale or large-scale approaches?*** Go with changes of significant complexity, but do it through incremental development, starting with a few schools and spreading outward.
- ***What about fidelity versus variation?*** When working with a validated innovation, one should emphasize faithful implementation at the initial stages, because most users will reduce the degree of change. On the other hand, if one is not working with validated innovations, variation at the outset should be fostered, because this is tantamount to developing the innovation through use.
- ***Where to start?*** Start small (that is single faculty) and expand as one gets better at the change process through experience in a particular setting.

Richmond County Schools

In 1987 the Richmond County School System started a staff development effort called the Models of Teaching program. This program is intended to change the teaching workplace and to increase the learning of students. To change the teaching workplace, the entire faculty of a school is organized into study groups. A study group consists of no more than six professionals who meet weekly for about one hour. The study groups make common cause for sustaining innovations, implementing instructional changes, achieving goals for school improvement, contributing to faculty cohesiveness and focusing on how to help students learn more. Study groups also serve as the vehicle for putting any innovation into place. Joint work is the tie that the study groups are striving to attain.

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Shared Governance and Staff Development

Shared governance comes into schools' decision making by edict, by abdication, by benign neglect, or more positively, by choice. The choice to share the governance must be made by the faculty and the principal, with support and prior approval, desirably, of the system superintendent. Making that choice implies that the principal acknowledges that he or she does not want to go it alone. The expertise, support and joint work of the faculty are necessary to improving learning in the school.

Research and emerging practice support integrating staff development in any school improvement project, with the following practices recommended by Wood (1989).

- The board of education and superintendent commit to school-based improvement and the assumptions of effective staff development.
- The system identifies procedures for planning and implementing school-based improvement and staff development.

- New roles are identified and clarified for system and school administrators, staff developers, teachers and school board members.
- The mission of staff development is redefined to support school-based improvement.
- Principals and other school personnel are trained to perform as staff developers and planners. (p. 39)

Hopkins (1990) summarizes the opportunities and pitfalls of school-focused staff development.

> Schools obviously have more flexibility to tailor their staff development programs in support of specific, agreed-on innovations. On the other hand, in schools with poor climates, the possibilities for successful innovation are limited unless the school climate itself becomes the object of the staff development program. This is difficult for the school to achieve by itself. Substantial external support is consequently needed, not only to support teachers in the acquisition of new knowledge and practices, but also in the effort to transform the culture of the school. (p. 64)

Hopkins (1990) also emphasizes that school-based staff development planners who are introducing educational ideas should consider these factors.

- Clarity of the concepts being used
- Understanding of the school climate
- Understanding of individual teacher's psychological state
- Planning and evaluation of their own inservice training by teachers with respect to each particular curriculum innovation. (p. 64)

Fullan (1991) advises that teachers who are involved in school improvement need, besides instructional skill training, opportunities for teacher collaboration, communication and mutual support — both in one-on-one and group settings. Teachers should receive and give help and discuss the meaning of the changes they are undergoing with their school.

About beginning dialogue among the school staff considering school governance and improvements, Glickman (1989) discusses some early decisions by the principal of Oglethorpe County (Georgia) High School in 1982 and summarizes the implications for the decision this way:

> Whether Oglethorpe County High School could operate in such a way would first depend on whether the principal was willing to involve teachers in real decision making rather than using them as implementers of the principal's decision. In effect, would [the principal] be willing to be one vote on a council where a decision could be made that he personally opposed? Would he support the decision or sabotage it? If he vetoed it, then shared governance was merely a sham and teachers would soon know it. (pp. 6-7)

As the seven individuals, one of whom was the principal, initiated the tasks of defining goals and making decisions toward improving Oglethorpe County High School, the following two initial staff development activities began.

- An overview of shared governance for the first group of decision makers and
- Activities that developed the value of subsuming self-interest for the larger cause of the school.

As goals arose for improving the school's responsiveness to the needs of potential dropouts and other students at-risk, the faculty designed staff development activities for themselves. Early examples included these.

- A summer institute for faculty on counseling and communicating with troubled students,
- Courses in teaching reading, cooperative learning and community-based activities for students,
- Parent-education courses and
- Visits by teachers to other programs and attendance at conferences related to school goals or issues that were under study by the various task forces trying to make recommendations to the school's Executive Council.

Skills necessary to teachers and other school-level leaders who are functioning in the role of staff developer at their building are found in the section "Staff Developers" in this guide (see Figure 1). As teachers and other school-based personnel share governance, skills in collaborative work, consensus-making and group problem-solving are among components basic to success of any restructuring effort at the school level.

This section addressed issues of initiation, implementation and institutionalization of change. The next three sections expand upon each of these phases of change specifically in the Georgia context.

Initiation: Issues and Practices

Staff development is the continuing personnel development component of the educational system. It focuses on the realization of human potential (Purkey and Novak, 1984). It is concerned with building a culture of learning (Garmston, 1991), while it seeks to ensure success for all students (Sparks, 1991). Staff development addresses the current and future needs of children, all education personnel and communities. However, while staff development has been identified as a critical factor in facilitating educational change, the professional growth of education personnel is perceived by many as a personal responsibility that occurs largely at the margins of their work (Johnson, 1991). This perception has had an impact upon the field of education staff development. As education moves toward the 21st century and confronts many of the problems and opportunities of quality, competition and survival already encountered by the business community, it appears inevitable that the staff development/human resource field will change and expand and that issues of professional and personal growth will become centrally important to educational institutions.

Staff developers have accepted the roles of human development facilitator, change agent, systems analyst, conflict mediator, futurist and guide. However, because of the complex and nebulous nature of working with people, staff developers often find themselves in multifarious and ambiguous situations. It is the purpose of this section to provide information that can assist staff development educators in dealing with those situations.

Coweta County Schools

As part of a systemwide site-based management program, each school makes school improvement plans under a systemwide strategic plan and within recommendations of the Southern Association of Colleges and Schools and the six national goals.
Each school ensures participation of all related personnel in determining the school goals, reports a summary of the data used in determining the needs of its learners and sets three priority goals for the coming year.

The improvement plan details the objectives and strategies for achieving the goals in specific, measurable terms. Measures of student learning will be used to evaluate success. Staff development strategies integrate plans to meet the needs of personnel seeking to meet the priority needs of students.

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Program Planning

Successful staff development programs are carefully planned, and the planning process considers need, funding, scheduling, communication, evaluation and further planning. Program planning can be approached in several ways, and many different tools can be used. Pert charts, timelines, flow charts, brainstorming sessions, committee meetings and compilation and analysis of data may all enter into program planning.

Strategic planning, a systematic planning process which addresses all areas of program planning, is being implemented in many

Georgia school systems. Strategic planning is a process by which members of a school envision its future and develop the necessary procedures and operations to achieve that future.

Although strategic planning is often presented as a systemwide management tool which encompasses more areas than those specifically designated as staff development, the stated purpose and goals of strategic planning — to commit to planning to do things the organization is not presently doing or not doing well — are very consistent with the purpose and goals of staff development. The strategic planning process can be a powerful staff development tool, and it can help build a culture of learning in schools. Strategic planning addresses both theoretical and procedural issues which relate to staff development program planning.

DeKalb County Schools

The DeKalb County School System Department of Staff Development has designed a strategic planning program called Strategic Planning for School Improvement (SPSI). The purpose is to provide a process "by which members of a school envision its future and develop the necessary procedures and operations to achieve that future." The program emphasizes the importance of the principal's role, and it is organized so that a steering committee representing administrators and staff plays a major role in all planning activities. The DeKalb County Department of Staff Development has prepared a how-to manual, Strategic Planning for School Improvement: A Manual for Educators, which provides a complete description of the DeKalb County strategic planning model.

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Funding

Funding issues — state requirements, funding sources, budget categories and legal accountability — can present difficulties to staff developers. Meeting financial responsibilities and requirements is often one of the first tasks of the newly assigned staff developer. This first encounter with the technical aspects of the role can be intellectually frustrating and psychologically confusing. Consideration of common staff development funding questions and answers may be helpful for those working with funding issues.

Questions and Answers

What determines the amount of staff development funds a school system receives?

The staff development allotment is part of the state education budget that is established by the legislature. A Quality Basic Education (QBE) formula determines the amount of funds allotted for staff development. Staff development funds are administered in Georgia by the State Department of Education, but local systems have the authority and responsibility for implementing staff development programs. Limits are placed on the percentage of funds local systems may use for administrative costs.

How much money does our school system receive?

Staff development funding levels may change from year to year. Local staff development allotments depend upon the state education budget and the amount of funds designated for staff development. Allocations are based on a QBE formula. Each local system superintendent receives a state funding allocation sheet in the spring of each year for the upcoming fiscal year.

What are Cost of Instruction funds and Professional Development Stipend funds?

Cost of Instruction and Professional Development Stipends are separate categories of the staff development budget. Using **Cost of Instruction** funds, school systems may purchase materials and contracted services, pay for release time, instructional equipment and travel for staff development purposes and reimburse personnel for registration fees and tuition. Systems may use these funds to provide staff development opportunities for certified, noncertified and school board members. School Systems award **Professional Development Stipends** directly to certified personnel who participate in staff development activities that address an assessed need. The Cost of Instruction category and the Professional Development Stipend category are separate, and each must be used for its designated purpose. The State Department of Education informs local systems of changes in allotment procedures and eligibility requirements.

Can staff development funds be used to hire consultants?

School systems may use Cost of Instruction (staff development) funds to pay consultants. Documentation and monitoring of funds used for consultant services may be done through consultant contracts or purchase orders.

Can staff development funds be used to buy refreshments?

School systems may not use staff development funds to purchase refreshments; often individuals provide refreshments for participants in the staff development activity.

What kind of budget paperwork is required and when is it due?

School systems must submit a staff development plan/budget and an annual staff development report to the State Department of Education. Work on the local comprehensive staff development plan often takes place during the spring of the year. The annual report is due to the state after the end of the fiscal year. A suggested timeline for the development of a comprehensive staff development plan is printed in the section of this guide titled "Staff Development Program in Georgia: History, Rules, Forms and Other Information."

Do Georgia staff development funding guidelines ever change?

Staff development guidelines and procedures may change. The State Department of Education informs local school systems of any changes through memos, directives, publications and meetings. Because changes do occur, it is important to complete staff development forms and reports according to current guidelines rather than relying on examples of past paperwork.

Whom do I contact if I have questions about staff development funding?

Questions about staff development funding and reporting may be referred to the **Staff Development Services Unit**, Georgia Department of Education, 1862 Twin Towers East, Atlanta, Georgia 30334-5030, (404)656-2433. **Networking** with other staff development professionals is a method many individuals use to find answers to staff development questions. It is hoped the local school system entries in this guide will facilitate networking by providing names, addresses and phone numbers of Georgia staff developers.

Gilmer County Schools

Several systems in the North Georgia Regional Educational Service Agency area cooperatively identify expert 11- and 12-month employees who do workshops across system lines to save on consultant fees. Gilmer County also finds the free access and use of Satellite Educational Resource Consortium (SERC) programs and the Kentucky Educational TV through SERCs very helpful. School system personnel can tape these live workshops for future use. These workshops provide very effective staff development for system personnel.

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Needs Assessment

Effective staff development programs address educational needs. Needs assessment is the process that examines individual and system needs and establishes program focus and direction. It is an initial phase of staff development planning. Because staff development programs address professional, personal, school and system needs, needs assessment activities that provide information about all of those areas are helpful.

During needs assessment, staff developers face questions that can have significant impact on program design and implementation. Identifying needs accurately provides a basis for developing effective and meaningful programs.

Although there is agreement among educators that staff development should be based on need, there are different opinions about how that need should be determined.

- Some educators suggest that needs assessment follow step-by-step procedures (Wood, Thompson and Russell, 1981).
- Other educators report that many educational needs are already well-documented and that documentation can serve as a basis for staff development planning (Glickman, 1990; Glickman,1991).
- Many educational planners recommend using strategic planning and action research data to establish staff development goals.
- In the past few years educators have also been encouraged to look to professional vision as an element of needs determination.

As a result of these varied opinions about the value, effectiveness and efficiency of needs assessment approaches, staff developers have raised questions about needs assessment.

Questions and Answers

Why do needs assessment?

The literature notes that one of the roles of an effective staff developer is to communicate a sense of direction and purpose (Schlechty, 1990). The purpose of needs assessment is to help staff developers in setting goals, establishing observable change criteria and conveying a sense of program direction.

How are needs assessment plans designed?

Traditionally, school system administrators have designed staff development plans based either on administrator perception of staff needs or on an annual needs assessment survey. Many school systems now use a systemwide team approach to complete the needs assessment phase to ensure that all individuals affected by staff development activities are involved in the planning phase. A planning team has the task of collecting, analyzing and reporting data. The team also determines the type and quantity of information to be gathered.

Are there different types of needs assessment data?

The Georgia Professional Standards Commission (1986) has classified needs assessment as either "learner" or "nonlearner" data. "Learner" data provide information about instructional issues. Results of **learner-focused needs assessment** provide information about curriculum and about the knowledge and skill levels of teachers and students. "Nonlearner" data reflect the school and school system's **logistical, managerial and programmatic needs**. Pupil attendance, facility use, bus maintenance and participation in school activities are examples of nonlearner data. Often, nonlearner data may serve as indicators of learner needs.

What are some specific areas of focus for a staff development needs assessment?

It is helpful to conduct a periodic, broad-scope needs assessment that looks at both "learner" and "nonlearner" needs. Such a needs assessment could encompass data about

- Student achievement, attendance, dropout rate, discipline, career interests and self esteem
- Curriculum offerings, pupil participation and pupil services
- Teacher competencies, performance evaluation, certification, self-esteem and career goals
- Administration competencies, self-esteem and communication
- Management, facilities, finance and pupil services
- Parent involvement and community perceptions of the effectiveness of the schools

On what areas should a needs assessment focus?

The Georgia Professional Standards Commission (1986) recommends that needs assessment plans focus on information such as

- **Type of Data** — "Learner" or "nonlearner" information described in specific terms
- **Population/Source** — The group or source from which the data will be collected
- **Instrument/Form** — Name and description of instrument used to collect data
- **Data Collection Procedures** — Method and procedures for administering the instrument
- **Data Organization and Analysis Procedures** — Method of tabulating, reporting and analyzing data
- **Timeline** — Completion date set for each major task
- **Coordinators** — Identification of person(s) responsible for each major task

Who should participate in needs assessment activities?

Because staff development is the improvement of all personnel, needs assessment activities should involve all individuals within the system. Local comprehensive staff development plans must be based on the assessed needs of all individuals officially involved in the functioning of the local school system.

What are some specific needs assessment tools?

Needs assessment tools include questionnaires, self-studies, data gathered during action research activities, test score information, opinion polls, teacher evaluation data and analysis of local trends and issues. The literature has also noted that staff developers need to distinguish institutional goals and individual goals. The difference between the two areas has an impact upon the selection of the appropriate needs assessment tools (Harris, 1989).

When should I conduct needs assessment activities?

Needs assessment is ongoing. Effective staff developers review and revise goals over time with frequent task-focused interaction with school leaders. Staff developers frequently conduct some type of needs assessment during the winter to help in the development of the next year's comprehensive staff development plan.

How can needs assessment information be used?

Needs assessment information can assist in the development of goals for improvement. These data can help staff developers determine program direction and develop change-focused activities.

Are there any state requirements in this area?

The local comprehensive staff development plan must address the assessed needs of the school system and individuals. Programs and activities must meet the instructional needs of the system and the professional needs of board members, administrators and certified and noncertified personnel.

Americus City Schools

Since 1987, Staley Middle School has conducted a site-based school improvement project. The current student advisement program, Group Opportunities for Listening and Discussing (GOLD), is a weekly program designed to help students deal with changes. GOLD emphasizes individual responsibility and effective decision-making behavior.

In the first year of development, a school advisory committee studied advisement programs from other schools. They surveyed students, administrators and faculty on needs, applied for staff development monies and requested summer staff development stipends and credits. Advisory committee members planned the structure of the advisement program and training for advisors. During preplanning 1988-89, advisors were trained in listening skills, working with small groups of students and involving students in discussions. Activities were piloted with students that school year. Summer 1989 staff development was targeted on skills needed to refine and polish the activities piloted during the school year.

Though the school counselor changed in 1989, implementation of the advisement program continued. GOLD was presented to the students in a schoolwide assembly as faculty members sang their GOLD rap and wore their GOLD tee-shirts. Advisors completed evaluation of the activities they used with their groups each month, and the school-based coordinator led a discussion of the evaluations at the monthly advisory committee meeting. Students and advisors completed an annual evaluation of their experiences, and the advisory committee used the results of the monthly and annual evaluations to update activities during summer 1990. Staff development continued at the school in 1990-91, with new activities added to the GOLD notebooks.

The advisory committee made preparations to add 6th-grade activities in time for the addition of that grade to Staley's population. Piloting of 6th-grade activities during the current school year is the focus for new 6th-grade staff and students.

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Implementation: Issues and Practices

Effective implementation is crucial to the success of staff development programs. Much of the staff developer's creativity and energy are expended in this area dealing with elements of time, design and group process. This phase of the process can directly address issues of innovation, empowerment, commitment and collegiality.

Gwinnett County Schools

The Gwinnett County Teachers As Leaders (TAL) program, inaugurated in 1990-1991, provides leadership development programs for teachers. This program empowers teachers to become full partners with administrators in finding innovative solutions, methods or procedures to improve the preparedness of students for the outside world. TAL encourages teachers to become more assertive in seeking innovative approaches, to more effectively use the resources of the community in educating young people and to become active in a growing network of motivated teachers focused on — prepared students. TAL is a joint venture between the school system and the community, with business and community sources funding 50% of the costs.

The format is similar to Education's Leadership Georgia program, including three one-day education sessions per year for the participants, an introductory retreat in the fall and a closing retreat in the spring.

The purposes of TAL are to (a) provide leadership development and networking opportunities, (b) help teachers identify and develop their roles as collaborative leaders within their classrooms, organizations and community, (c) empower teachers to influence Gwinnett's total community education partnership and (d) encourage students as leaders and educators.

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Program Implementation Guidelines

One approach to school improvement is through the identification, adoption or development of specific, validated or promising **new programs.** Fullan (1985) provides the following **eight guidelines** for planning and implementing externally-developed, validated innovations.

- **Developing a Plan**
  A plan should be developed consistent with what is known about effective change. This plan should explicitly address the remaining seven guidelines. Be aware that spending energy on elaborate planning of staff development activities often can be at the expense of spending energy on implementing activities.

- **Clarifying and Developing the Role of Central Staff**
  The superintendent should clarify and develop system staff capacity to support innovation. System staff should fulfill and balance their initiating and assisting roles. Central office administrators must be actively involved, directly or indirectly, throughout the process, not just at the initial or final phases.

- **Selecting Innovations and Schools**
  Innovations may be either school-initiated or system-initiated. In either case, the focus should be on clear needs, availability and quality of materials and provisions for follow-up assistance. Schools can be encouraged to select/develop their own innovations or to adopt a given innovation. They can be advised to adopt a particular change or mandated to participate. The key success factor is assuring the users of helpful, ongoing assistance during implementation.

- **Principals and Other School-focused Criteria**
  The superintendent must invest in the instructional/change, management/leadership role of the school principal, including continuous professional development in a variety of ways. It is the principal's role to help create the climate and mechanism for supporting implementation of innovations.

- **Staff Development and Technical Assistance**
  Innovations entailing significant change live and die by the amount of help the change agents receive (Huberman and Crandall, 1983).

- **Ensuring Information Gathering**
  Decisions must be made as to the types of information to be collected, the degree of formality/informality of data collection and the use of information.

- **Planning for Continuation and Spread**
  Without deliberate measures to assure that the innovation continues, attrition could cause it to disappear. New practices must be built in to the training, regulatory, staffing and budgetary cycles.

- **Reviewing Capacity for Future Change**
  The goal of innovation strategies is to increase the capacity of the system to identify, consider, implement and institutionalize any number of appropriate innovations. The questions become: How good are we at implementing innovations that bring about improvement? Are we getting better at it?

Clarke County Schools

The Clarke County School System began an Elementary Assistant Principals' Network during the 1989-90 school year. The network developed out of a day-long discussion held during the summer of 1989 and involving all elementary principals and assistant principals. Discussion centered on duties and responsibilities of the assistant principal. As a result, the network developed into a mutual support system during the 1989-90 school year. Planning for a strong professional growth component occurred as the group completed the first year.

The Assistant Principals' Network is a series of monthly assistant principals' meetings. A different elementary school holds each meeting, and the assistant principal of the host school serves as program facilitator. Topics addressed during the 1990-91 year were special programs, standards, test coordination, whole language, discipline and leadership. Issues scheduled for study during the 1991-92 year are budget planning, teacher support, communication, social studies curriculum, problem-solving and instructional strategies.

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Questions and Answers

What is the role of the Staff Development Coordinator?

The primary role of the central office staff developer is to help the change process by assessing readiness, creating supportive structure and providing training (Caldwell, 1989).

Does school or school system size have anything to do with staff development implementation?

System size is one of many factors that may have an effect on staff development implementation. In smaller school systems, staff development is frequently only one area of responsibility among many assigned to the central office staff developer. In larger systems — although an individual may be specifically assigned only to the area of staff development — that individual must coordinate activities for thousands of people. Pajak (1989) found that staff developers in smaller systems often become caught up in red tape for lack of secretarial support. Yet developers in larger systems have more difficulty maintaining high levels of personal contact with teachers. Staff developers feel that school system size does impact upon change activities and that it is helpful to discuss staff development issues with individuals from similar-sized school systems.

Where should staff development classes be held?

Group activity is a necessary part of staff development, and training should take place in areas that are conducive to group-based adult learning. Educational change focuses upon teaching and many school-focused activities take place within the school. However, the school is not the only location in which to conduct staff development activities. Designated staff development facilities, community buildings, colleges and local resource areas have been used successfully for staff development activities. Care should be taken to ensure that facilities create an atmosphere that encourages growth and development.

Can staff development activities affect employee morale?

Staff development can affect employee morale. Effective staff development programs facilitate professional collaboration, encourage experimentation, foster collegiality, create support systems and increase the levels of individual influence and ownership. Effective staff development activities encourage individual initiative, trust and caring. Ineffective staff development activities may create situations that decrease collaboration and trust and promote perceptions of powerlessness.

What paperwork is required to document implementation activities?

A local school system must submit an annual staff development report to the Georgia Department of Education after the end of each fiscal year. Many local education systems also prepare local staff development reports that document staff development activities.

What role does certification renewal have in change-oriented staff development programs?

Staff development has moved from being primarily a method of certification renewal to being a vehicle for educational change. Staff development activities can serve the useful function of providing certification renewal credit. However, the current emphasis in the staff development field is on creating cultures of learning that facilitate institutional and individual development. The focus is on professional renewal rather than professional certification renewal.

How can staff development educators work with individuals who are at different stages of career growth?

Professional development cannot be separated from school improvement. In working with individuals who are at different stages of career development — a series of steps moving from **dependence** to professional **autonomy** — the staff developer must be aware of the needs of individuals and of the types of activities most appropriate for various levels of growth. Teachers whose central interests are on their own **survival** have needs different from those concerned with becoming more **efficient**. The needs of those who are ready to assume **leadership** roles among their colleagues are different yet. The staff developer must know career development theory as well as individuals in the school system. Several school systems have addressed this situation through such programs as peer coaching and mentor teacher staff development activities.

What factors can create barriers for successful staff development implementation?

The literature highlights a variety of staff development pitfalls. Some of the most prominent pitfalls are tendencies toward quick-fix solutions, lack of central office support and follow-through and underfunding. Other pitfalls include failure to address the incompatibility between project requirements and existing policies and trying to manage projects from the central office rather than developing school-based leadership (Pink, 1989).

Floyd County Schools

Beginning with the 1990-91 school term, Floyd County Schools, in its tenth year with the Mastery Learning philosophy as the basis of the instructional program, held a three-day planning session in 1990-91 to update its mastery model to meet current goals. The adapted model is called GRASP — Goal setting, Relating, Aiding, Stimulating and Pursuing. The main goal is to maintain and improve student achievement and to promote positive attitudes toward school.

Floyd County School System encourages veteran teachers to participate in staff development and provides administrators opportunities to refresh their knowledge and skills. However, the primary focus of staff development is to provide training that will enable new staff members to function effectively within the system's model of Mastery Learning.

Evaluation of the program components will drive needs assessment for all staff development activities that might be added to the offerings from year to year.

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Communication

Staff development is a significant element of education improvement, yet it is often viewed as a fringe component of education (Johnson, 1990). Such a situation can cause frustration for staff developers responsible for communicating and educating about the goals and functions of staff development. Communication with school personnel and with the public is important to success in staff development. Georgia educators are responding to that task in a variety of ways.

Henry County Schools

The Henry County Staff Development Council scheduled a Staff Development Fair to promote the local staff development program. Held on a teacher workday, the system encouraged teachers to participate in a variety of activities. A "Walk for Fitness and Fun" was followed by two large-group presentations, workshops, team-building activities and athletic events in the afternoon. Local board of education members participated, and the staff development council invited members of the local chamber of commerce.

A by-product of the planning and energy from council members as they worked together on the fair project has been camaraderie among committee members. Council members feel ownership in the staff development program in Henry County, and they can expound its value to the other professionals on their schools' staffs.

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Questions and Answers

Should staff developers really be involved in public information kinds of activities?

Educators have come to realize the importance of public perception. Joanne Zwyne in the November 1990 issue of the National Staff Development Council's *The Developer* urged staff developers to "spread the word" through system publications, cable television, newspapers and mall displays.

Who should know about staff development activities?

Change-focused staff development seeks to create a culture of learning that will have an impact upon the educational institution and the community. All individuals within those schools and communities should be informed of staff development goals, activities and results.

I'm an educator, not a public information expert. What kinds of communication activities could I do?

Staff developers can create handbooks, write press releases, develop brochures and appear on local radio and television. They can speak at civic organizations, sponsor community activities and participate in business/education partnership functions. They should contact the system public information officer for help.

Jones County Schools

Written communication is useful to inform school system staff about the staff development program. In Jones County, all staff members receive a handbook listing all staff development opportunities at the beginning of each school year. The handbook includes information about how faculty and staff become eligible for Staff Development Units and paraprofessional training credits. It also contains guidelines for staff development courses, procedures for tuition reimbursement, professional development stipend guidelines and appropriate applications for each program, even the local RESA application. In addition to the handbook and initial activity schedule, the staff development coordinator distributes a monthly staff development memo to all faculty and staff.

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Roles

The success of a staff development program depends on the actions and interactions of a variety of individuals.

- The principal is often the key to staff development effectiveness.
- The teacher and other personnel are the change catalysts.
- The board of education stimulates educational development.
- The superintendent assures educational quality.
- The community is responsible for educational achievement.

The staff development roles of key individuals and groups have long been recognized. The 1990 Georgia Department of Education publication, *School-Focused Staff Development Guide*, provides a concise description of the roles and responsibilities of some of the individuals involved in school-based staff development. (See Figure 3 on p. V-7)

Questions and Answers

Who is a staff developer?

Many people in a school system may fulfill various staff development functions. However, most school systems assign a large portion of staff development duties to a specific individual. Central office staff developers and administrators play an important role in setting up an environment that promotes successful program implementation. Building principals serve as staff developers when they demonstrate a sense of vision and values which enables educators to implement purposeful change (Dufour, 1991). Teachers serve as staff developers as they participate in decision making, peer training and strategic planning activities.

What are some conditions that can help the staff development functioning of all the groups and individuals having a stake in educational change activities?

Current literature supports the view that shared goals and shared decision making help institutional and individual growth. Activities that empower all stakeholders through meaningful participation in planning, decision-making and change-oriented activities are thought to encourage ownership and to benefit staff development program functioning.

Figure 3 **Roles and Responsibilities in School-Focused Staff Development**

Role	Responsibilities
Board of Education	Align policy to support school-focused staff development Identify goals for major focus Monitor progress Budget resources
System Staff Development Coordinator	Coordinate policy, broad goals and strategic plan with school implementation processes Develop guidelines, regulations for schools; monitor compliance Manage system resources to support program Perform in role of consultant, facilitator to schools Design and coordinate program and evaluation
Staff Developer (either central office or school-based staff)	Provide training, instruction or mentoring to school staff members Design, communicate and coordinate learning experiences for school staff Model collaboration in planning, implementation and evaluation
Principal	Involve appropriate groups in setting goals, programs, evaluating progress Foster collegiality and experimentation Support staff involvement in improvement activities Delegate authority, responsibility; empower staff Oversee expenditure of funds Model collaboration, professional growth Provide release time to support change Provide facilities for activities as required
Teacher, Staff	Collaborate to set priorities for improvement Help identify, design, implement and participate in staff development programs Conduct in-service programs for peers Help collect and evaluate data from action research, coaching and reflective teaching
School Staff Development Committee	Work collaboratively with system or school planners to initiate, implement and institutionalize changes Gather and share information about school needs and resources Facilitate communication and collegial joint work among school staff Promote the school as a community of learners

(Adapted from School-Focused Staff Development, 1990, 5-6)

Northeast Georgia Regional Educational Service Agency (RESA)

The Georgia Center for Continuing Education at the University of Georgia has developed, under contract with Northeast Georgia RESA, a 37-hour independent training program for paraprofessionals. Based on the center's 90-hour Certified Child Caregiver program, the Paraprofessional/Aide Training Program (PAT) provides a convenient, standardized and cost-efficient training package for use by RESAs and school systems. Coupled with the 10-hour Orientation Package developed by First District RESA and now in use by many RESAs, the 37-hour PAT program provides 47 hours of the 50-hour state training requirement for initial licensure of paraprofessionals.

Developed by the Georgia center with help from a RESA advisory panel, the PAT materials offer 10 learning modules that may be used singly or together, depending on individual training requirements. Modules vary in length and difficulty, requiring two to six hours each.

Module titles include Education as a Profession, Guidance and Discipline, Learning through Play, Child Development: Ages and Stages, Child Abuse and Neglect, First Aid, Building Self-Esteem and Self-Confidence in Children, Outdoor Play. Activities, Equipment and Supervision, Working with Children with Special Needs and Professionalism and Ethics. Monitoring and check-off procedures are also part of the program.

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Institutionalization: Issues and Practices

Institutionalization of school improvement efforts is the goal of staff developers. More broadly, institutionalization of the long-term **capacity for continual improvement** is the overarching goal for all educators (Fullan, 1991). This goal is attained when a culture of continuous improvement and an ongoing quality staff development program are embedded in the structure of the organization — its budget, policies and scheduling and in its people. The organization has procedures for continuing help to new persons entering the organization.

In order to assess and support the depth and scope of changes occurring in practice by teachers and other participants in staff development programs, adequate evaluation of the transfer of skills and knowledge from the workshop to the workplace is essential. Institutionalization requires that information about practices and results be generated at the following three **levels** of the organization.

- **Classroom** — Teachers generate information through study groups, reflective teaching and coaching.
- **School** — Information is derived from action research, group test scores, grade distributions and other data generated in the school.
- **System** — Information is generated through surveys, formative and summative evaluations and analysis of student group data. All of this information, if institutionalization is to be realized, is translated into the professional knowledge that drives the organization's design for later activities. If the improvements are to be sustained over time, despite attrition in trained staff, the planners must provide for induction of new staff into the change and for renewal of veteran staff members. Action research, reflective teaching and coaching are promising strategies for staff developers seeking to meet the challenge of institutionalization.

Social Circle City Schools

Institutionalization of Mastery Learning is a matter of planned, continuing concern to the administration of Social Circle City schools, even after 11 years. With school board-adopted promotion standards at every grade level requiring specified mastery of objectives, every student, parent, teacher and administrator in Social Circle needs to be thoroughly familiar with Mastery Learning concepts.

An annual staff development strand called New Teachers to the System (NTTS) provides program support for all teachers who are newly employed by the school system. New teachers acquire the concepts of the mastery process of instruction and are inducted into the philosophy that every child can learn. Workshops are scheduled annually to carry out Mastery Learning for new staff, veteran teachers and administrators.

System curriculum staff and school administrators observe classrooms of new and veteran staff on a regular, scheduled basis. They provide systematic, formative feedback to teachers about instruction using the Mastery Learning model. Teachers write mastery-model units of instruction each year in the curriculum development effort that accompanies training. Feedback is provided to teachers on unit plans to ensure that they meet system expectations.

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706/464-2731

Reflective Teaching and Coaching

In reflective teaching a teacher studies his or her own instruction for improvement. Methods include audio- and videotaping classroom performance followed by self-analysis. This approach requires little administrative support and can be initiated by a teacher without involving either peers or supervisors. However, it can be limited by the individual teacher's own knowledge and skill in analysis and by his or her willingness to try to change.

A standard practice in staff development that overcomes this disadvantage is to include **clinical supervision** or **peer coaching** in a planned follow-up of staff development activities. An instructional supervisor or administrator may observe practices being implemented from the training. If the observations occur between or after training sessions and are done by a peer who is in or has participated in the training, then the **peer coach** presents the teacher with data from the classroom observation. The peer coach provides **feedback** so the teacher has more complete, somewhat more objective information about classroom performance. The peer coach shares responsibility for planning or participating in staff development opportunities related to any needs identified.

In **learning-enriched schools** where the culture reflects the values of collaborative problem-solving and collegiality, the peer coach may serve less as an authority than as a second set of eyes for the teacher. For example, the teacher, in a preobservation conference, decides what data are to be collected by the coach. The peer coach completes the observation, then engages the teacher in discussion about data collected in the classroom. In this example, the teacher analyzes the data collected. The coach helps with analysis by asking clarifying questions, confirming or questioning the conclusions. However, the coach leaves control and ownership of the conclusions in the hands of the teacher.

Clayton County Schools

Designed to support teachers new to the profession, the system or the state, the Teacher Induction program has four primary goals: (a) attraction and retention of teachers, (b) transmission of system culture, (c) a smooth transition to the school environment and (d) professional growth and development.

Each teacher new to the system is invited to a three-day orientation program. The program includes professional development topics on instructional strategies and a bus tour of historical places in Clayton County narrated by teachers in period garb. Teachers receive an extensive induction manual with information about the school system and community as well as survival tips.

Teacher support specialists are paired with new teachers to provide feedback on classroom performance, aid with learning the school culture and provide emotional support.

For more information contact

Gail Criminger
Director of Staff Development
Clayton County School System
120 Smith Street
Jonesboro, GA 30236
404/473-2795

School-level Action Research

Action research is a study of the results of activities conducted by school colleagues to improve instruction. Action researchers gather and interpret information for their own use in their own setting. Such research unites efforts to meet school goals with efforts to meet individual teachers' professional growth needs.

Action researchers always relate the data collected to the particular goals or improvements being pursued. Data sources include attendance records, student grades, standardized test scores, records of dropouts, retentions or referrals. Schools sometimes develop data using questionnaires, interviews, records of library use, portfolios of student work or videotapes of students or teachers. Data from self-analysis, peer observation or clinical supervision provide school or system staff developers quality information upon which to base planning for ensuing training opportunities or program changes. The kind of data sought depends on the questions the improvement team wants to answer.

Jasper County Schools

Each school year for Jasper County begins with a two-day session with the school leadership team (teachers and administrators). They set school goals for the year, plan activities to meet their goals and do team-building together.

The 1991-92 school goals were to (a) improve teacher-parent communication and parent involvement in education and (b) increase student success among youngsters at-risk. The school faculty collected data on positive notes sent home to parents (Hurricane Hoorahs), number of phone calls to parents, number of parents attending advisement and registration sessions. Data collected also included failure rates, absentee rates and number of repeaters among students assigned to the in-school suspension program. The leadership team worked closely with staff development planners. Communication skills were included in training for faculty members. Comparisons of results from last year to this will help school leadership team members determine what changes to make, if any, for next year.

For more information contact

James G. Jordan
Principal
Jasper County High School
Route 1, Box 491
Monticello, GA 31064
706/468-2227

System-level Staff Development Evaluation

Evaluation is an important element of staff development work. Evaluation determines program effectiveness and quality and enables staff developers to make program decisions based on objective information. Glasser (1990) noted that the "willingness to judge the quality of what we do and then to improve it if we find it wanting" determines success or failure. Discussions with Georgia staff developers reveal that determining and evaluating quality are paramount staff development concerns. Agreeing that evaluation is an area "which should not be taken lightly" (Harris, 1989, p. 80) still staff developers believe it needs more emphasis.

Staff development evaluation efforts must consider such topics as short- and long-term results, philosophical framework, measurement techniques, values, educational theory and cultural attitudes. Because so many options, opportunities and alternatives are available, it is an area that raises many questions.

Exactly what elements should staff development evaluation consider?

Effective staff development evaluation considers a wide variety of factors, with emphasis on established staff development goals. As Guskey and Sparks (1991) point out, because a variety of factors influence staff development results, there may not be a direct link between student results and staff development activities. They advise considering three factors when evaluating a staff development program.

- **Content of the Staff Development Program** — the impact the new instructional program will have on student outcomes often reflected in the research base of the innovation
- **Quality of the Staff Development Program** — how an innovation is presented to teachers including quality of presentation of the new instructional practices, teachers' existing teaching philosophy and practices, and time and effort the new practices require compared to the benefits they promise
- **Organizational Climate and Culture** — includes support and trust of teachers by administrators, norms of collegiality and experimentation, shared decision making and responsibility

In addition, the effectiveness of multifaceted approaches to staff development must be assessed with multifaceted evaluation techniques (Stringfield, et al., 1991).

How does evaluation fit in with the other components of a staff development program?

Evaluation is an integral part of the staff development process. Consideration must be given to how evaluation activities are to be conducted and how evaluation meshes with staff development. Evaluation issues are present at goal-setting program implementation in needs assessment and program planning. Thus, effective evaluation is a system rather than a series of discrete steps (School-Focused Staff Development Guide, 1990).

What are some guidelines for conducting staff development evaluation?

Guskey and Sparks (1991) recommend that

- Evaluation begin during program planning and continue throughout all phases of program implementation
- All educational stakeholders be involved
- Objectives and evaluation focus primarily on student outcomes
- Evaluation efforts involve several sources of information
- Planners understand that changes in one part of a school system are likely to affect other parts of the system

When should evaluation activities be conducted?

Evaluation is required and should be conducted throughout the staff development process. Formative evaluation can be conducted to help with needs assessment and planning, and summative evaluation can help in analyzing program results. Program and activity evaluations are conducted after the project or activity. Those evaluations are saved and provide documentation in meeting requirements for state monitoring.

Who should participate in the evaluation process?

All individuals who participate in staff development activities should participate in the evaluation.

How do we use evaluation findings?

Evaluation findings provide measures of program effectiveness and information that help in planning future activities.

Staff Development Program in Georgia
Brief History

Georgia has maintained a role in the professional development of teachers for many years. At first, the Georgia Department of Education provided allotments to local school systems for grants to individual teachers for college courses in the summer. Staff development was given impetus and identity in October 1973 when the Georgia Board of Education approved a State Plan for Staff Development. This state plan was based on the assumption that one way to improve education is to update and upgrade the knowledge and skills of local system personnel. The department of education allocated funds for staff development to local school systems. Afterwards, local systems submitted to the department staff development program applications and budgets related to local needs and objectives. The plan also allowed local education personnel to renew professional certificates through staff development unit (SDU) programs offered by local school systems and other agencies.

In 1976, the Georgia Board of Education approved *Standards for Certification Renewal Through Staff Development* (Staff Development Unit [SDU] credit). With this action, local systems could submit plans for Comprehensive Certification Renewal Through Staff Development. With an approved plan, local school system education personnel could participate in staff development activities for SDU credit that could be used to renew professional certificates. Regional Educational Services Agencies (RESAs), colleges and other agencies also could submit plans for SDU credit. Local school systems with approved plans received additional state funds.

The implementation of performance-based certification in 1978 extended initial teacher preparation into the beginning years of employment to include staff development based on the identified needs of beginning teachers. Under performance-based certification, beginning teachers could convert their initial, nonrenewable certificates to ones that were renewable by demonstrating effective on-the-job teaching. As a result of these certification changes, school systems received additional state funds that enabled them to plan, develop and implement staff development programs for beginning teachers.

In 1985, the General Assembly of Georgia adopted the Quality Basic Education (QBE) Act. This act established that the primary purpose of staff development activities sponsored by local school systems and other agencies is to provide opportunities for ***all public school personnel*** to continue their professional development throughout their careers. A formula was set for funding professional development programs. Before QBE, local school systems could choose whether or not to submit a plan to the department of education to secure state funds. QBE required that each school system develop a comprehensive plan to meet the needs of all employees and submit the plan to the state for review and approval. QBE specified that local school systems design a comprehensive plan to provide staff development addressing

- Needs of local system personnel in the induction phase of professional development,
- Needs of personnel identified during the annual personnel evaluation process,
- Needs of personnel identified during the evaluation of instructional programs and
- Other needs thought necessary by the local school system or prescribed by the Georgia Board of Education.

Standard practices of staff developers in Georgia are to develop and coordinate systemwide needs assessment processes, collect and analyze data related to those needs, define priorities, develop comprehensive plans and document formative and summative evaluations of programs and improvements. Under the QBE formula, state funds enable local school systems to carry out local staff development programs. These funds include allocations that may be used for expenses related to the delivery of staff development programming and for professional development stipends that may be awarded to qualified certified personnel who complete approved staff development and college courses outside normal contract time.

Emerging practices of many staff developers in Georgia include and go beyond standard practice. They focus on school change more than individual development or systemwide programming. In this mode, staff developers help identify organizational goals through analyzing of data generated by groups of personnel at building and system levels. They provide technical assistance to faculty and staff planning their own staff development, designing their own action research or searching for innovative programs to be adopted or adapted by local schools. Staff developers provide structures that combine pressure and support for implementation and institutionalization of improvements.

160-3-3-.04 PROFESSIONAL DEVELOPMENT OPPORTUNITIES.

(1) DEFINITIONS.

(a) **Competency** - knowledge, skills and attitudes needed by personnel to satisfactorily carry out duties and responsibilities of assigned positions.

(b) **Comprehensive Plan for Staff Development** - the method for establishing, coordinating and maintaining staff development programs that address the assessed competency needs of all school system personnel.

(c) **Contact Hours** - actual clock hours of formal instruction received during the preparation phase of a staff development unit activity.

(d) **Enhancement** - a stage of professional development in which an individual broadens or strengthens his or her competencies by participating in learning opportunities that address needs identified through the state-required annual evaluation process or through other school and system evaluations.

(e) **Induction** - a stage of professional development in which an individual has served three or fewer years in a teaching, leadership or service assignment or has accepted an assignment in a new field.

(f) **Mastery Verification** - an evaluation conducted during the preparation phase to determine if participants have mastered the objectives of a staff development unit (SDU) course. Mastery verification may be completed in lieu of on-the-job performance.

(g) **Needs** - conditions in which actual status of personnel with respect to knowledge of and performance in their fields of employment fall short of the level of performance desired by the individual, supervisor or the employing organization.

(h) **Needs based on instructional effectiveness** - personnel competency needs identified through evaluations of the effectiveness of school and school system instructional programs or implementation of new or revised programs.

(i) **Needs based on professional development** - individual needs of personnel identified according to the three stages of professional development: induction, specific needs development and enhancement.

(j) **On-the-job performance** - performance phase for staff development unit credit based on verification that the intent of the formal instruction has been implemented on the job.

(k) **Preparation phase** - formal instructional phase for staff development unit credit based on contact hours of instruction.

(l) **Professional Development Plan** - an individual improvement plan that includes specific objectives, activities, time line and criteria for measurement of progress that was developed during the annual evaluation process.

(m) **Professional Development Stipends** - funds awarded to qualified certified personnel for having successfully completed formal educational opportunities occurring at any time during the fiscal year outside of an employee's normal contract hours and for which either staff development units (SDUs) or college credits, earned in a regionally-accredited institution, are awarded.

(n) **Program evaluation** - the determination of overall effectiveness of the staff development activities; includes formative and summative assessments.

(o) **Specific needs development** - a stage of professional development in which an individual has deficiencies or other needs as identified through the state required annual evaluation process.

(p) **Staff development** - formal educational opportunities that are offered to persons through the approved comprehensive plan.

(q) **Staff development advisory committee** - a representative committee that advises and assists the system coordinator in the assessment of needs, determination of priorities, content of activities, evaluation of the program and modification of plans.

(r) **Staff development coordinator** - the system superintendent or designee whose job description includes detailed responsibilities and functions for administering, coordinating and directing the local staff development program.

(s) **Staff development unit (SDU) credit** - unit of credit based on 10 contact hours of formal instruction (preparation phase) and on verification that the intent of the formal instruction has been implemented on the job (on-the-job performance phase) or on mastery verification conducted during the preparation phase.

(2) **COMPREHENSIVE PLAN FOR STAFF DEVELOPMENT.**

(a) **Statement of Policy.** The local board of education shall adopt a policy that requires the preparation and implementation of a comprehensive plan for staff development, appointment of a staff development coordinator and the appointment of a staff development advisory committee.

(b) **Local Comprehensive Plan.** Each school system shall develop and submit an annual comprehensive staff development plan to the

Georgia Department of Education for review and approval. The plan shall contain the following.

1. Administrative procedures that provide for reporting all staff development activities for all personnel in one comprehensive plan and implementation of the comprehensive plan as approved.

2. Staff development programs that address the assessed needs of school personnel according to professional development and instructional effectiveness.

(i) **Professional Development.** The needs of all personnel shall be considered according to each of the three stages of professional development.

(I) **Induction** staff development programs shall address the following needs of:

I. Beginning certified personnel based on the results of the Teacher Certification Tests and the annual evaluation process.

II. Beginning personnel based on system and/or school assessments.

III. Any certified employee who has accepted an assignment in a new field.

IV. A new teacher who has been hired to teach in an area designated by the Georgia Board of Education as a critical field.

(II) **Specific Needs Development.**

(III) **Enhancement** area(s) of need shall be mutually agreed upon by the individual and supervisor.

(ii) **Instructional Effectiveness.** Staff development programs shall also be designed to address personnel competency needs identified through evaluations of the effectiveness of school system instructional programs or implementation of new or revised instructional programs.

3. Staff development activities according to priorities that are determined annually by the department.

4. Descriptions of staff development programs that include statements of need, objectives, activities, evaluations and budget information.

5. Procedures for conducting program evaluation, both formative and summative.

6. A comprehensive budget that indicates all possible local, state and federal fund sources to support the plan.

(i) No state staff development funds shall be used to compensate individuals for the primary purpose of obtaining an advanced degree.

(ii) State staff development funds shall be used only to compensate personnel for activities that relate to school and school system educational programs.

(iii) No person shall receive a Professional Development Stipend and reimbursement from state staff development funds for the same course.

(c) **Expenditures of Funds.** The local school system shall use at least 90 percent of staff development funds, including any funds transferred from Professional Development Stipends, to support staff development programs for all school system personnel, including local school board members.

1. Staff development funds shall be expended for any of the following items.

(i) Release time for teachers to serve as mentor teachers.

(ii) Release time for teachers to participate in staff development activities, i.e., substitute teacher salaries and employee benefits.

(iii) Travel for staff development purposes.

(iv) Professional and technical service fees and expenses for instructors and consultants.

(v) Instructional equipment for staff development purposes.

(vi) Training materials and supplies.

(vii) Reimbursement for expenditures of persons who successfully complete approved conferences, workshops or courses (reimbursement for college courses is limited to tuition, fees and textbooks required for the course).

2. Not more than 10 percent of staff development funds, including any funds transferred from Professional Development Stipends, shall be used for administrative costs and other expenses directly related to the delivery of staff development programming.

(d) **Due Dates**. The annual projected comprehensive staff development plan and budget shall be submitted by June 1 for each fiscal year on forms provided by the department.

(e) **Program Amendments**. The local school system shall submit to the department for approval any modifications, such as new program descriptions, program description amendments when there are changes in the objectives of programs and budget amendments when there is a

20 percent deviation between object classes on the staff development budget.

(f) **Annual Report.** Each local school system shall submit an annual report by August 15 for the previous fiscal year on forms provided by the department.

(3) **PROFESSIONAL DEVELOPMENT STIPENDS.**

(a) **Stipend Awards.** Local school systems shall award stipends to full-time, certified personnel only if the following conditions are met.

1. School system administrators select participants for stipends according to priorities that are annually determined by the department.

2. The individual participates in an approved activity outside of normal contract time.

3. The individual satisfactorily completes the approved activity and renders at least one month's service (20 working days) in a Georgia public school system.

4. The approved activity is a college-credit course offered by a regionally accredited institution or an approved SDU course.

(i) Stipends for SDU courses shall be based on clock-hours completed during the preparation phase; however, the requirement of on-the-job performance verification for an SDU course shall be met before a stipend is awarded.

5. The system shall enter into a formal agreement with each recipient, specifying the amount of stipend, type of study, number of credits and need being addressed.

(b) **Transfer of Stipend.** If an individual participates in a stipend program but transfers to another system before being paid the stipend, the following steps shall be taken to receive the stipend.

1. The recipient shall inform the staff development coordinator of the former school system that the recipient is leaving that system.

2. The recipient shall inform the staff development coordinator of the new school system of approval to receive a stipend and shall provide the staff development coordinator with a copy of the stipend agreement or contract.

3. Once the recipient has met all conditions, the staff development coordinator of the employing (new) school system shall provide

documentation to the staff development coordinator of the former school system and request that a check be sent to the recipient.

4. The system that granted the stipend shall be responsible for any records and reports required by the department for documenting disbursement of the stipend funds.

(c) **Professional Development Plan.** In order for personnel in the specific needs development category to be eligible for a professional development stipend, a professional development plan shall be developed and designed according to requirements of the annual evaluation program (Rule 160-3-1-.11, Annual Evaluation of Professional Personnel).

(d) **Stipend Restrictions.** No Professional Development Stipends shall be awarded to individuals for participation in the following activities.

1. Revising or writing curriculum.

2. Reviewing or selecting textbooks.

3. Educational or professional travel.

4. Professional conferences.

5. Correspondence and independent study courses.

6. Enhancement staff development activities.

7. Serving on school/system committees or performing task(s) for the system.

(e) **Use of Funds.** Local school systems shall expend at least 85 percent of Professional Development Stipend funds for stipends, including employee benefits. Fifteen percent of these funds may be expended for the regular staff development program. *

(f) **Stipend Awards.** Stipends shall be awarded at the rate of $150 per quarter hour of credit or its equivalent. *

1. School systems may award stipends for less than the credit hours actually completed, provided such awards are in one-quarter-hour multiples or their equivalents.

2. No stipend shall be awarded for less than one quarter hour (one SDU or semester hour) or for more than 15 quarter hours (15 SDUs, nine semester hours) within the fiscal year.

(g) **Stipend Withholding.** Local school systems shall withhold FICA and federal and state income tax. The employer's portion of

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* For FY 93, the General Assembly removed the fifteen percent cap and changed the PDS rate to $100 per credit.

FICA and medicare deductions are allowable charges to stipend funds. Stipends are not subject to teacher retirement withholding.

(4) **CERTIFICATION RENEWAL THROUGH STAFF DEVELOPMENT.**

(a) **Certification Renewal Plan.** A local school system or any public or private agency may submit a certification renewal plan to the department for review and approval. Plans for certification renewal shall include the following criteria.

1. A list of student goals and corresponding educational improvement practices toward which certification renewal will be directed.

(i) A non-school system applicant shall present a process for ensuring that the objectives of the certification renewal plan are consistent with the local system's goals and improvement objectives before individuals are allowed to participate for credit.

2. Procedures for conducting both external and self-assessment of education personnel.

3. Criteria and procedures for giving prior approval for an individual or group to participate in activities for certification renewal credit.

4. Components of each activity planned for certification renewal credit.

(i) Student goals being addressed.

(ii) Improvement practices to be implemented.

(iii) Competencies to be demonstrated with associated performance indicators identified.

(iv) Preparation plans (when, who, how and where).

(v) On-the-job performance verification procedures (when, who and how) or mastery verification procedures including a rationale explaining why mastery verification is being used.

5. Procedures of the staff development advisory committee appointed by the local board of education or superintendent.

(i) A non-school system applicant shall present a process for having prior approval for each individual's participation by the local system superintendent or designee, rather than a local committee.

6. Criteria and procedures to verify that the individual has completed the preparation phase at an acceptable level.

7. Procedures for conducting an objective on-the-job performance verification over an adequate period of time regarding the demonstration of competencies set forth in the individual or group certification renewal plan or procedures for conducting an objective mastery verification.

8. Designation of a local school system person with a minimum of a master's degree to coordinate the program for certification renewal.

9. Criteria and procedures for recommending individuals to the department for certification renewal credit.

10. A description of records and record keeping system to adequately document and verify recommendations to the department for certification renewal credit.

11. Procedures for participant appeals.

(b) **Single Program Exemption.** To obtain approval for a single program proposal, the local school system shall not have to comply with Criterion 1 and 5 above. There shall be compliance with all other criteria.

(c) **Contact Hours.** The minimum for one training activity shall be 10 contact hours (one SDU). Training activities for more than one SDU shall be in multiples of 10 contact hours. No more than eight contact hours of instruction shall be conducted per day with a maximum of 4 SDUs earned per week.

1. Only time spent during the preparation phase shall count as contact hours.

(5) **Staff Devlopment Program in the Identification and Education of Children with Special Learning Needs.**

(a) Staff development programs in the identification and education of children with special learning needs that are submitted to the department for review and approval shall contain the following.

1. Specific objectives.

2. Identification of competencies needed by educational personnel in working with children with special learning needs in all areas of exceptionality.

3. Strategies for teaching children with special learning needs.

4. Identification of the kind and number of education personnel to be trained.

5. Description of instructional materials and resources to be used.

6. Identification of person(s) conducting the staff development program and evidence of expertise in the area of special education.

7. Program agenda provides for 50 clock hours of instruction.

8. Procedures for verifying successful completion of program on form provided by the department.

Authority O.C.G.A. §20-2-167(a)(3); 20-2-182(g); 20-2-200; 20-2-201(a); 20-2-210; 20-2-230; 20-2-231(c); 20-2-232.

Adopted: May 14, 1992 **Effective: June 1, 1992**

Cross Ref.: 160-3-1-.11 (Annual Evaluation of Professional Personnel)
State Standards: B 1, G 11.1
DOE: Office of Instructional Services
Division of Program Development

Georgia Department of Education
Office of Instructional Services
Division of Program Development
Staff Development Services Unit

Comprehensive Staff Development Program
Fiscal Year 1993

Information Sheet

Each school system is required to develop an annual comprehensive staff development plan and to submit that plan to the Georgia Department of Education for review and approval. This plan must consider the needs of all school system personnel, both certified and noncertified.

Please refer to Georgia Board of Education RULE 160-3-3-.04 PROFESSIONAL DEVELOPMENT OPPORTUNITIES in developing the local school system's Comprehensive Staff Development Plan for FY 93. The priorities for both the staff development program and for the selection of participant activities for professional development stipend may be found on the back of the assurance page.

Important, please note. For FY 93 , the General Assembly changed the amount awarded for Professional Development Stipends (PDS) from **$150 per quarter hour of credit or its equivalent (SDUs) to $100.** The General Assembly also approved the use of Professional Development Stipend funds for regular staff development purposes **above the 15 percent cap** (see attached Budget Information sheet).

An original and one copy of the attached Comprehensive Staff Development Plan application and budget are due to the department June 15, 1992. Two copies of amendments to the Comprehensive Plan for Staff Development should be submitted for any new staff development program descriptions, for staff development program description amendments when there are major changes in the objectives of staff development programs and for budget amendments when there is a 20 percent deviation between object classes on the Staff Development Report of Funds sheet.

The application and budget must be submitted to the following address:

Georgia Department of Education
Office of Instructional Services
Division of Program Development
Staff Development Services Unit
1862 Twin Towers East
Atlanta, Georgia 30334-5030

Georgia Department of Education
Office of Instructional Services
Division of Program Development
Staff Development Services Unit

Comprehensive Staff Development Plan Application
Fiscal Year 1993

School System Name and Code

Address

City

Staff Development Coordinator

Telephone Number

Zip Code

Assurances

A board of education policy has been adopted that provides for the preparation and implementation of a Comprehensive Plan for Staff Development according to the rules of the Georgia Board of Education.

A staff development advisory committee has been appointed by the superintendent and is currently performing its assigned duties.

The school system has the services of a staff development coordinator.

Administrative procedures have been adopted which bring together all staff development planning activities in the school system.

The school system has assessed and will address individual and instructional needs according to the established state priorities.

This Comprehensive Staff Development Plan has been developed in unanimity with the Board of Education RULE 160-3-3-.04 PROFESSIONAL DEVELOPMENT OPPORTUNITIES.

The school system will provide an accounting procedure of state funds according to the requirements in the Georgia Financial Accounting Handbook for Local School Systems.

The school system will develop and conduct an annual summative evaluation of its comprehensive staff development program.

Superintendent

Date

Chairman, Board of Education

Date

DE Form 0538
Rev March 1992

Georgia Department of Education

Approved List of Priorities for Staff Development for FY 93

School system administrators must first select participant activities according to the following order of priorities. Needs of

1. Board Members

2. Personnel who are in the induction stage of professional development

3. Personnel who are in the specific needs development stage of professional development, and

4. Personnel resulting from evaluations of effectiveness of instructional programs

School system administrators then may select participant activities from among the following priorities. Needs of

- Personnel who are integrating higher order thinking skills into the content areas
- Leadership personnel who are implementing the Annual Evaluation Programs
- Personnel who are implementing the Quality Core Curriculum
- Personnel who are in the enhancement stage of professional development
- Noncertified personnel, and
- Education personnel that relate to education programs and requirements mandated by QBE.

Approved List of Priorities for Professional Development Stipends for FY 93

School system administrators shall select participant activities for stipends from among the following priorities. Needs of

- Education personnel who are integrating higher order thinking skills into the content areas
- Education personnel who are implementing the Quality Core Curriculum
- Education personnel in the induction stage of professional development
- Education personnel in the specific needs development stage of professional development
- Leadership personnel who are implementing the QBE Annual Evaluation Program
- Personnel resulting from evaluation of effectiveness of instructional programs, and
- Education personnel that relate to education programs and requirements mandated by QBE.

(See Instructions On Back)

Georgia Department of Education
Staff Development Program Description FY 93

A. School System: ____________________

B. Program Title: ____________________

C. Need Area(s):

Professional Development: ___ Induction ___ Specific Needs ___ Enhancement

Instructional Effectiveness: ___ General Education ___ Special Education

___ Remedial Education ___ Instructional Support

D. Professional Development Stipends: ___ Yes ___ No

E. Credit (College or SDU): ___ Yes ___ No

F. Number of Participants:

Certified ___ Teaching ___ Leadership ___ Service

___ Noncertified

___ School Board Members

G. Training Agencies: ___ LEA ___ RESA ___ IHE ___ SDE ___ GLRS

___ Other (Specify) ____________________

H. Objectives:

I. Activities:

DE FORM 0636
Rev March 1992

Directions for Completing Program Description Sheet

Using the format provided on the front, complete a description sheet for each program offered to school personnel during FY 93. Program Description sheets must be submitted with the comprehensive plan for all programs planned for FY 93. Please describe each program according to the following items:

A. **School System** -- Provide the name of the school system.

B. **Program Title** -- Provide a descriptive name for the program.

C. **Need Areas** -- Check the item(s) that describes the need(s) for the program.

D. **Professional Development Stipends** -- Check whether the program includes activities that are approvable for participants to receive professional development stipends.

E. **Credit** -- Indicate if the program activity carries SDU or college credit.

F. **Number of Participants** -- Estimate the number of program participants in all appropriate categories.

G. **Training Agencies** -- Check the training agencies that will be conducting the activities in this program [school system (LEA), regional educational service agency (RESA), institution of higher education (IHE), state department of education (SDE), Georgia Learning Resources System (GLRS) and other (specify)].

H. **Objectives** -- What is to be accomplished? (Use additional pages if necessary.)

I. **Activities** -- What has been planned so that objectives may be attained? (Use additional pages if necessary.)

See Instructions on Back

Georgia Department of Education

I. Staff Development / II. Professional Development Stipend

Report of Funds for FY 93

School System ______________________ System Code ________

Original Budget ____ Amendment Number ____ For Fiscal Year Ending June 30, 1993

I. State Allotted Staff Development (Cost of Instruction) Funds $ ______________

Expenditure Description	Fund Code (100-1210-2210-)	Expenditure Amount
Substitute Teacher Salaries	110	
Employee Benefits (Employer Costs)	200	
Purchased Professional Services	300	
Travel For Employees	580	
Training Materials and Supplies	610	
Purchase of Computer Software	612	
Purchase of Expendable Equipment	615	
Books (Except Textbooks) / Periodicals	642	
Purchase of Equipment	730	
Purchase of Computers	734	
Registration Fees	810	
Approved College Course Costs	890	
Other Expenditures (Identify)		
Total Staff Development Expenditures (*Includes any funds transferred from PDS)		$

II. State Allotted Professional Development Stipend Funds $ ______________

Expenditure Description	Fund Code (100-1220-2210-)	Expenditure Amount
Professional Development Stipend	116	
Employee Benefits (Employer Costs)	200	
Transferred to Staff Development Funds* (Cost of Instruction)		
Total Professional Development Expenditure		$

DE Form 0838

Rev March 1992

QBE Staff Development Program FY 93
Budget Information Sheet

I. Staff Development (Cost of Instruction) Report of Funds

The attached Staff Development Report of Funds budget sheet is provided to assist school systems in reporting the areas of expenditures needed for operating staff development programs from this fund source. 100 percent of your school system's budgeted "Staff Development" funds must be used to support your school system's staff development program. Not less that 90 percent of these funds must be used to support staff development programs for all school system personnel, including local school board members and may be expended for the following items:

1. Release time for teachers to participate in staff development activities
2. Purchased professional and technical service fees and expenses for instructors and consultants Note: Expenditures for professional and technical services provided by non employees should be designated on the budget page as purchased professional services (300). Expenditures for professional and technical services provided by employees outside contract time should be designated on the budget page as other expenditures. Identify and provide fund code.
3. Travel for staff development purposes
4. Instructional equipment and computer hardware required for a staff development program (expendable equipment is equipment below $1000 -- fund code 615)
5. Training materials, supplies, books and computer software required for a staff development program
6. Reimbursements paid for the following expenditures of persons who have successfully completed an approved conference, workshop or course:
    a. registration fees
    b. costs of approved college courses (limited to tuition, fees and textbooks required for the course).

Not more than 10 percent of these funds, including any funds transferred from Professional Development Stipends may be used for administration cost(s) and other expenses directly related to the delivery of staff development programs. Any expenditures identified in these areas must be described on the attached budget sheet in the Other Expenditures category. No professional development stipends may be awarded from these funds.

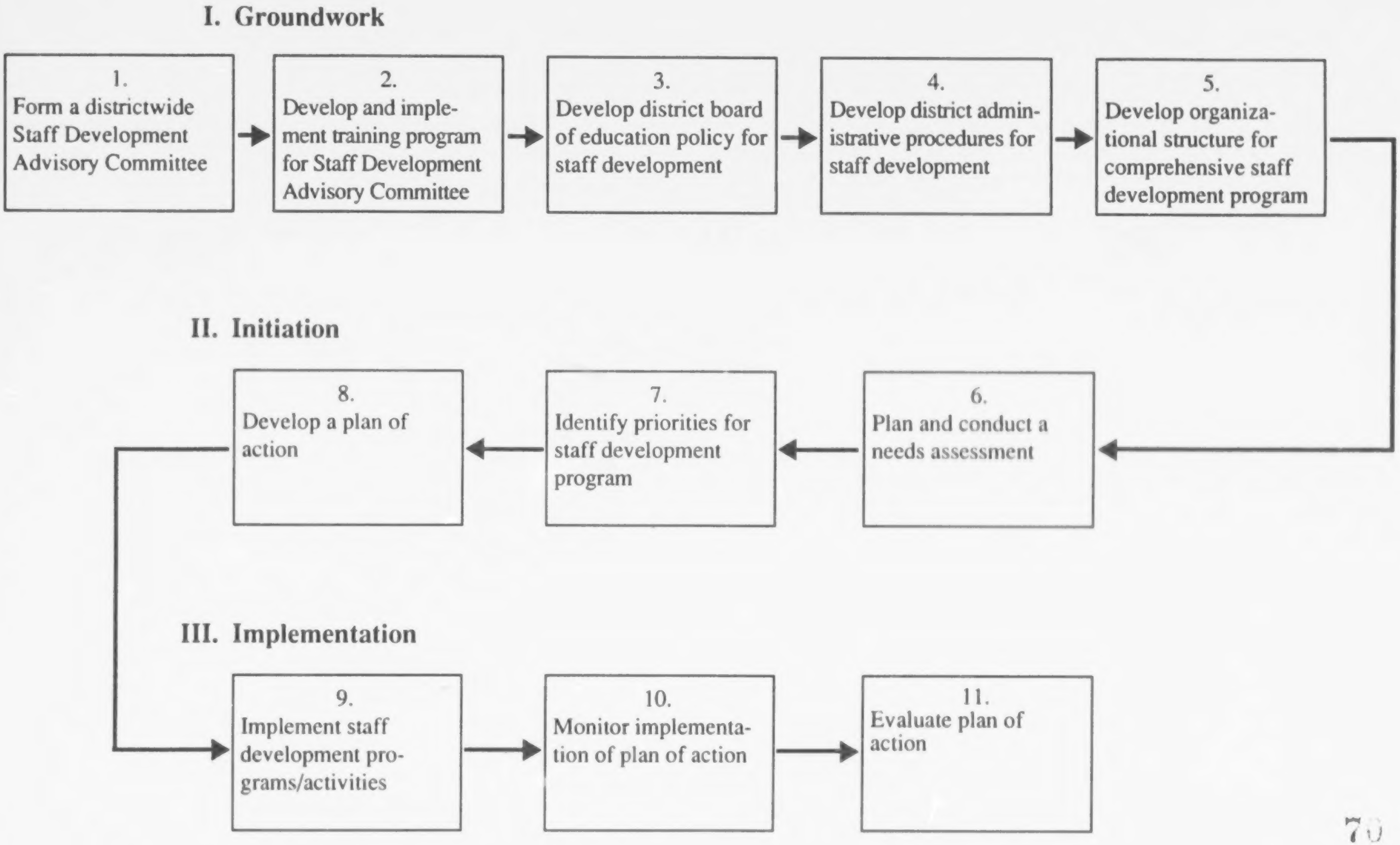
II. Professional Development Stipend Report of Funds

Your professional development stipend allocation must be budgeted on the attached sheet and administration of these funds must be in accordance with the Board of Education RULE 160-3-3-.04 PROFESSIONAL DEVELOPMENT OPPORTUNITIES. For FY 93, you may transfer funds to Staff Development (Cost of Instruction) **above the 15 percent cap**.

III. Restrictions in the Use of Funds

1. No state allocated funds may be used to compensate individuals for the primary purpose of obtaining an advanced degree.
2. State allocated funds may be used only to provide staff development activities that relate to school and school system educational programs.
3. No person may receive a professional development stipend and reimbursement from QBE Staff Development (Cost of Instruction) Funds for the same course.

Flow Chart of General Activities for Developing a Comprehensive Plan for Staff Development


I. Groundwork
1. Form a districtwide Staff Development Advisory Committee
2. Develop and implement training program for Staff Development Advisory Committee
3. Develop district board of education policy for staff development
4. Develop district administrative procedures for staff development
5. Develop organizational structure for comprehensive staff development program
II. Initiation
6. Plan and conduct a needs assessment
7. Identify priorities for staff development program
8. Develop a plan of action
III. Implementation
9. Implement staff development programs/activities
10. Monitor implementation of plan of action
11. Evaluate plan of action

Time Line for Developing Annual Comprehensive Plan for Staff Development

Task	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
1. Form School System Staff Development Advisory Committee	▲	▲										
2. Develop and Conduct Training Program for Staff Development Advisory Committee		▲										
3. Develop or Update District Board of Education Policy for Staff Development		▲	▲									
4. Develop District Administrative Procedures for Staff Development			▲	▲								
5. Develop Organizational Structure for Comprehensive Staff Development Program				▲	▲							
6. Plan and Conduct a Needs Assessment					▲	▲	▲	▲				
7. Identify Priorities for Staff Development Program									▲			
8. Develop Plan of Action • Specify Objectives • Identify Resources • Design Activities • Develop Budget									▲	▲		
9. Implement Staff Development Programs Activities • Comprehensive Plan due to DOE - 6/1 • Annual Report due to DOE - 8/15											▲	▲
10. Monitor Implementation of Plan (on-going)											▲	▲
11. Evaluate Results of Plan (End of FY)											▲	▲

Georgia Department of Education

▲ School system should conduct activities required to complete task.

Georgia Department of Education
Staff Development Services Unit
FY 92 Comprehensive Staff Development Program Report

____
SCHOOL SYSTEM AND CODE

I. Summary of Comprehensive Staff Development Program (7-1-91 to 6-30-92)

A. Number of Staff Development Activities in Comprehensive Staff Development Program ______________

Enter the total number of staff development activities completed by participants in the comprehensive staff development program. Count SDU and college courses, conferences, seminars, and all other non-credit staff development activities. This is an undupllcated count.

B. Number of Participants in Comprehensive Staff Development Program

Enter the total number of people who participated in the comprehensive staff development program according to the appropriate categories. Count SDU and college courses, conferences, seminars, and all other non-credit staff development activities. This is a duplicated count of participants.

Certified

______________ Teacher

______________ Leadership

______________ Service

______________ Noncertified

______________ School Board Members

C. Expenditure

Enter the total amounts expended in each category.

Cost of Instruction Funds $ ______________
Do not include funds transferred from PDS

Professional Development Stipend Funds
Stipends $ ______________
Employer Costs $ ______________
Transferred to Cost of Instruction $ ______________

Other Funding Sources $ ______________

II. Summary of Staff Development Unit (SDU) Information (7-1-91 to 6-30-92)

A. Number of Courses for SDU Credit ______________

Enter the total number of courses for which SDU credit could be earned by system employees regardless of training agency. This is an unduplicated count of courses.

B. Number of Participants in Courses for SDU Credit ______________

Enter the total number of participants who earned SDU credit in the courses counted in A. This is a duplicated count of participants.

DE Form 0225
Revised April 1992

(Continued on Back)

III. Summary of Professional Development Stipend Information (7-1-91 to 6-30-92)

A. Number of Professional Development Stipend Recipients

Enter the total (**unduplicated**) number of PDS recipients by category.

______________ Regular Instructional Teachers
______________ Student Services Personnel
______________ Special Education Teachers
______________ Administrators
______________ Vocational Instructional Teachers

B. Number of Courses (PDS recipients only)

Enter the total number of PDS courses completed by all recipients in each category. This **duplicated** total should **equal or exceed** the total in **III.A**.

______________ SDU Courses
______________ College Courses

C. Numbers in Areas of Assessed Needs (PDS recipients only)

Enter the total needs that were addressed in each category. Count only one need per recipient per SDU or college course. This total should **equal** the total in **III.B**.)

______________ Induction
______________ Special Education
______________ Specific Needs Development
______________ Remedial Education
______________ General Education
______________ Instructional Support

IV. Narrative Evaluation

Please attach a narrative report describing the benefits and accomplishments of the staff development program for your school system.

I certify that this is a true report of our comprehensive staff development program for FY 92.

______________________________ SIGNATURE OF SUPERINTENDENT OR DESIGNEE
______________________________ DATE

The local school system should complete and submit this report no later than **August 14, 1992**,to the **Staff Development Services Unit, Georgia Department of Education, 1862 Twin Towers East, Atlanta, Georgia 30334-5030**.
If there are any questions, please call the staff development office at **404-656-2433**.

FY 92 Comprehensive Staff Development Program Report
Example Infomation

Name of Staff Development Participant	Category of Particpant	Type of Staff Development Activity *	Professional Development Stipend (Y/N)	Area of Assessed Need
Participant #1	Regular Instructional Teacher	SDU Activity A SDU Activity B SDU Activity C	Yes Yes Yes	General Education General Education Induction
Participant #2	Regular Instructional Teacher	SDU Activity D College Course 1 College Course 2	No Yes Yes	General Education Specific Needs Specific Needs
Participant #3	Regular Instructional Teacher	SDU Activity A SDU Activity B College Course 3	No No Yes	Remedial Education Induction Induction
Participant #4	Regular Instructional Teacher	SDU Activity C SDU Activity D	Yes Yes	Remedial Education Remedial Education
Participant #5	Special Education Teacher	SDU Activity A College Course 4 SDU Activity B	Yes No Yes	Special Education Special Education Induction
Participant #6	Special Education Teacher	SDU Activity C College Course 5 SDU Activity D	Yes Yes Yes	Special Education Special Education General Education
Participant #7	Vocational Instructional Teacher	SDU Activity E SDU Activity F SDU Activity G	No Yes No	General Education Induction Induction
Participant #8	Vocational Instructional Teacher	SDU Activity B SDU Activity D SDU Activity H	Yes Yes No	General Education General Education General Education
Participant #9	Vocational Instructional Teacher	SDU Activity C College Course 6 SDU Activity D	Yes Yes Yes	General Education General Education General Education
Participant #10	Student Services Personnel	SDU Activity G SDU Activity I College Course 7	No Yes No	Instructional Support Instructional Support Instructional Support
Participant #11	Student Services Personnel	SDU Activity G SDU Activity I College Course 8	Yes No Yes	Instructional Support Instructional Support Induction
Participant #12	Student Services Personnel	SDU Activity G College Course 9 College Course 10	Yes Yes No	Instructional Support Induction Induction
Participant #13	Administrator	SDU Activity J College Course 11	Yes No	General Education Induction
Participant #14	Administrator	College Course 12	Yes	Induction
Participant #15	Noncertified Personnel	Workshop a Workshop b	---	---
Participant #16	Noncertified Personnel	Workshop b	---	---
Participant #17	School Board Member	Workshop c	---	---
Staff Development (Cost of Instruction) Expenditure $6000	Transferred to Cost of Instruction $1500	Total Staff Development Expenditure $7500	Stipends $8500 Employer Costs $800	Other Funding Sources $3000

* Capital letters and numbers represent individual SDU and college courses. Small letters represent noncredit workshops for noncertified personnel/board members. Same letter indicates same course.

Example

Data on this sheet
is based on the accompanying
Example Information sheet

Georgia Department of Education
Staff Development Services Unit
FY 92 Comprehensive Staff Development Program Report

ABC County School System 000

School System and Code

I. Summary of Comprehensive Staff Development Program (7-1-91 to 6-30-92)

A. Number of Staff Development Activities in Comprehensive Staff Development Program 25

Enter the total number of staff development activities completed by participants in the comprehensive staff development program. Count SDU and college courses, conferences, seminars, and all other non-credit staff development activities. This is an unduplicated count.

B. Number of Participants in Comprehensive Staff Development Program

Enter the total number of people who participated in the comprehensive staff development program according to the appropriate categories. Count SDU and college courses, conferences, seminars, and all other non-credit staff development activities. This is a duplicated count of participants.

Certified

26 Teacher

3 Leadership

9 Service

3 Noncertified

1 School Board Members

C. Expenditure

Enter the total amounts expended in each category.

Cost of Instruction Funds $ 6,000

Do not include funds transferred from PDS

Professional Development Stipend Funds

Stipends $ 8,500

Employer Costs $ 800

Transferred to Cost of Instruction $ 1,500

Other Funding Sources $ 3,000

II. Summary of Staff Development Unit (SDU) Information (7-1-91 to 6-30-92)

A. Number of Courses for SDU Credit 10

Enter the total number of courses for which SDU credit could be earned by system employees regardless of training agency. This is an unduplicated count of courses.

B. Number of Participants in Courses for SDU Credit 26

Enter the total number of participants who earned SDU credit in the courses counted in A. This is a duplicated count of participants.

(Continued on Back)

III. Summary of Professional Development Stipend Information (7-1-91 to 6-30-92)

A. Number of Professional Development Stipend Recipients

Enter the total (**undupllcated**) number of PDS recipients by category.

4 Regular Instructional Teachers

3 Student Services Personnel

2 Special Education Teachers

2 Administrators

3 Vocational Instructional Teachers

B. Number of Courses (PDS recipients only)

Enter the total number of PDS courses completed by all recipients in each category. This **duplicated** total should **equal or exceed** the total in **III.A**.

18 SDU Courses

8 College Courses

C. Numbers in Areas of Assessed Needs (PDS recipients only)

Enter the total needs that were addressed in each category. Count only one need per recipient per SDU or college course. This total should **equal** the total in **III.B**.)

7 Induction

3 Special Education

2 Specific Needs Development

2 Remedial Education

9 General Education

3 Instructional Support

IV. Narrative Evaluation

Please attach a narrative report describing the benefits and accomplishments of the staff development program for your school system.

See Attached Sheet

I certify that this is a true report of our comprehensive staff development program for FY 92.

Dr. John Smith
SIGNATURE OF SUPERINTENDENT OR DESIGNEE

8 / 14 / 92
DATE

The local school system should complete and submit this report no later than **August 14, 1992**, to the **Staff Development Services Unit, Georgia Department of Education, 1862 Twin Towers East, Atlanta, Georgia** 30334-5030.
If there are any questions, please call the staff development office at **404-656-2433**.

Staff Development Coordinators for County and City School Systems FY 93

System	Contact	Address	City	Zip Code	Telephone
Appling County	Ms. Beth Boone	Route 7, Box 36	Baxley	31513	912-367-8600
Atkinson County	Ms. Eunice Morris	506 Roberts Ave.	Pearson	31642	912-422-7373
Bacon County	Ms. Elsie McLean	601 No. Pierce St.	Alma	31510	912-632-7363
Baker County	Ms. Ginger L. Lankford	P.O. Box 40	Newton	31770	912-734-5346
Baldwin County	Dr. Betty Culpepper	P.O. Box 1188	Milledgeville	31061	912-453-4176
Banks County	Ms. Deborah White	P.O. Box 248	Homer	30547	706-677-2224
Barrow County	Dr. Debra M. Harden	P.O. Box 767	Winder	30680	706-867-4527
Bartow County	Ms. Jo Anne Buffington	P.O. Box 200007	Cartersville	30120	404-382-3813
Ben Hill County	Ms. Sandra Bostelman	P.O. Drawer 5189	Fitzgerald	31750	912-423-3320
Berrien County	Ms. Anne Bennett	100 E. Smith Ave.	Nashville	31639	912-686-2081
Bibb County	Ms. Wanda West	2064 Vineville Ave.	Macon	31204	912-741-8517
Bleckley County	Ms. Martha Crooms	P.O. Box 516	Cochran	31014	912-934-6258
Brantley County	Ms. Virleen Strickland	P.O. Box 613	Nahunta	31553	912-462-6176
Brooks County	Mr. Willie Houseal	704 Tallokas Rd.	Quitman	31643	912-263-8606
Bryan County	Mr. John Oliver	P.O. Box 768	Pembroke	31321	912-653-4381
Bulloch County	Ms. Norma McNair	500 Northside Dr., E.	Statesboro	30458	912-764-6201
Burke County	Ms. Ruby Saxon	P.O. Box 908	Waynesboro	30830	706-554-5101
Butts County	Ms. Janie Carmichael	P.O. Box 3819	Jackson	30233	404-775-8100
Calhoun County	Mr. Bobby Paul *	P.O. Box 38	Morgan	31766	912-849-2765
Camden County	Dr. Donald Stephenson	P.O. Box 1329	Kingsland	31548	912-729-5687
Candler County	Ms. Nancy Norton	P.O. Box 536	Metter	30439	912-685-5713
Carroll County	Ms. Claire Williams	164 Independence Dr.	Carrollton	30117	404-832-3568
Catoosa County	Mr. Ben Perry	P.O. Box 130	Ringgold	30736	706-965-8563
Charlton County	Ms. Linda Arthur	500 S. Third St.	Folkston	31537	912-496-2596
Chatham County	Dr. Sheila Woo	208 Bull Street	Savannah	31401	912-651-7054
Chattahoochee County	Mr. Leonard C. McGuire	P.O. Box 249	Cusseta	31805	706-989-3648
Chattooga County	Mr. Jack Herring	P.O. Box 30	Summerville	30747	706-857-3447
Cherokee County	Ms. Annette Johnson	P.O. Box 769	Canton	30114	404-479-1871
Clarke County	Dr. Kathryn Hug	P.O. Box 1708	Athens	30603	706-546-7721
Clay County	Ms. Rose G. Wilkins	P.O. Box 219	Fort Gaines	31751	912-768-2232
Clayton County	Ms. Gail Criminger	120 Smith Street	Jonesboro	30236	404-473-2795
Clinch County	Ms. Gayle Hughes	100 S. College St.	Homerville	31634	912-487-5321
Cobb County	Dr. Shelby Talley	P.O. Box 1088	Marietta	30061	404-426-3357
Coffee County	Dr. Fran Karanovich	P.O. Box 959	Douglas	31533	912-384-2086
Colquitt County	Mr. Curtis Bynum, Jr.	P.O. Box 1806	Moultrie	31776	912-985-1550

System	Contact	Address	City	Zip Code	Telephone
Columbia County	Dr. John Flowers	201 Johns St.	Grovetown	30813	706-863-1748
Cook County	Ms. Jere Anna Hargett	P.O. Box 152	Adel	31620	912-896-2294
Coweta County	Mr. Herman Fletcher	P.O. Box 280	Newnan	30264	404-254-2810
Crawford County	Ms. Cindy Hunt	P.O. Box 8	Roberta	31078	912-836-3131
Crisp County	Ms. Annette Gibbs	P.O. Box 729	Cordele	31015	912-276-3400
Dade County	Mr. Loyd C. Gass	P.O. Box 188	Trenton	30752	706-657-4361
Dawson County	Dr. Debbie Craven	P.O. Box 208	Dawsonville	30534	706-265-2777
Decatur County	Dr. Martha L. O'Howell	100 West Street	Bainbridge	31717	912-248-2200
DeKalb County	Dr. Jerrold B. Schwartz	3770 N. Decatur Rd.	Decatur	30032	404-297-7403
Dodge County	Ms. Judy S. Milner	700 College St.	Eastman	31023	912-374-6489
Dooly County	Mr. Charles Gregory	202 Cotton St.	Vienna	31092	912-268-4761
Dougherty County	Dr. Alfredo Stokes	P.O. Box 1470	Albany	31703	912-431-1315
Douglas County	Ms. Mareene P. Estes	P.O. Box 1077	Douglasville	30133	404-920-4000
Early County	Dr. Patricia Cleveland	503 Columbia Rd.	Blakely	31723	912-723-8353
Echols County	Mr. William C. Fincher	P.O. Box 207	Statenville	31648	912-559-5413
Effingham County	Mr. Paul M. Brinson, Jr.	P.O. Box 346	Springfield	31329	912-754-6491
Elbert County	Ms. Janet Wiley	50 Laurel Dr.	Elberton	30635	706-283-3140
Emanuel County	Ms. Dorothy F. Pruitt	P.O. Box 130	Swainsboro	30401	912-237-6674
Evans County	Ms. Elizabeth Zipperer	P.O. Box 826	Claxton	30417	912-739-3544
Fannin County	Mr. Morgan B. Arp	Rt. 3, Box 3020	Blue Ridge	30513	706-632-3771
Fayette County	Dr. Bob R. Martin	210 Stonewall Ave.	Fayetteville	30214	404-460-3535
Floyd County	Mr. Wayne Huntley	600 Riverside Pkwy.,N.E.	Rome	30161	404-234-1031
Forsyth County	Mr. Don Trammel	101 School Street	Cumming	30130	404-887-2461
Franklin County	Mr. Kenneth Hendrix	P.O. Box 99	Carnesville	30521	706-384-4554
Fulton County	Dr. Mike Payne	3121 Norman Berry Dr.	East Point	30344	404-669-8090
	Dr. Carrie Johnson	786 Cleveland Ave., S.W.	Atlanta	30315	404-768-3600
Gilmer County	Dr. Jim Hagopian	275 Bobcat Trail	Ellijay	30540	706-276-5000
Glascock County	Ms. Sally V. Garrett	P.O. Box 205	Gibson	30810	706-598-2291
Glynn County	Dr. Gale Sitton	1313 Egmont St.	Brunswick	31520	912-267-4100
Gordon County	Ms. Juanita King	P.O. Box 127	Calhoun	30703	706-629-7366
Grady County	Mr. Larry Rawlins *	P.O. Box 300	Cairo	31728	912-377-3701
Greene County	Ms. Paula Brock	P.O. Box 209	Greensboro	30642	706-453-7688
Gwinnett County	Dr. Patty Heitmuller	P.O. Box 343	Lawrenceville	30246	404-995-2352
Habersham County	Ms. Carol A. Caldwell	P.O. Box 467	Clarkesville	30523	706-754-9143
Hall County	Mr. David Massey	711 Green St., Su. 100	Gainesville	30505	404-534-1080
Hancock County	Ms. Ann Thomas	P.O. Box 488	Sparta	31087	404-444-6621
Haralson County	Dr. Janice Boatwright	P.O. Box 508	Buchanan	30113	706-646-3882
Harris County	Mr. Louie Meadows, Jr.	P.O. Box 388	Hamilton	31811	706-628-4206
Hart County	Ms. Nancy T. Clark	P.O. Box 696	Hartwell	30643	706-376-5141
Heard County	Ms. Joy Hudson	P.O. Box 1330	Franklin	30217	404-675-3320

System	Contact	Address	City	Zip Code	Telephone
Henry County	Dr. Mary Jane Owen	P.O. Box 479	McDonough	30253	404-957-6601
Houston County	Ms. Roberta R. Barr	P.O. Box N	Perry	31069	912-987-1929
Irwin County	Ms. Mary Ann McDaniel	P.O. Box 225	Ocilla	31774	912-468-7485
Jackson County	Ms. Sarah Greene	P.O. Box 279	Jefferson	30549	706-353-0654
Jasper County	Ms. Mary Lou Jordan	126 Courthouse	Monticello	31064	706-468-4952
Jeff Davis County	Ms. Shelly Smith	P.O. Box 571	Hazlehurst	31539	912-375-6700
Jefferson County	Ms. Cynthia Rabun	431 West 9th Street	Louisville	30434	912-625-7626
Jenkins County	Ms. Jancey Brinson	P.O. Box 660	Millen	30442	912-982-4305
Johnson County	Ms. Jeanette Caneega	P.O. Box 110	Wrightsville	31096	912-864-2371
Jones County	Ms. Vickie Cobb	P.O. Box 519	Gray	31032	912-986-3032
Lamar County	Dr. Mary Montgomery	103 Birch St.	Milner	30257	706-358-1159
Lanier County	Ms. Margaret Anne Shaw	P.O. Box 158	Lakeland	31635	912-482-3966
Laurens County	Mr. Greg Williams	P.O. Box 2128	Dublin	31040	912-272-4767
Lee County	Ms. Jennie Davis	P.O. Box 236	Leesburg	31763	912-759-6102
Liberty County	Ms. Laura Martin	110 S. Gause St.	Hinesville	31313	912-876-2161
Lincoln County	Mr. Lonnie Ham	P.O. Box 39	Lincolnton	30817	706-359-3742
Long County	Dr. Edwin Pope	P.O. Box 428	Ludowici	31316	912-545-2414
Lowndes County	Mr. Ron Irwin	P.O. Box 1227	Valdosta	31603	912-245-2250
Lumpkin County	Mr. Michael D. Lupo	101 Mountain View Dr.	Dahlonega	30533	404-864-3611
Macon County	Mr. Hosie Waters *	P.O. Box 488	Oglethorpe	31068	912-472-8188
Madison County	Ms. Mary Helen Banister	P.O. Box 37	Danielsville	30633	706-795-2191
Marion County	Mr. William E. Harris	P.O. Box 391	Buena Vista	31803	912-649-3582
McDuffie County	Dr. Ed J. Grisham *	P.O. Box 957	Thomson	30824	706-595-1918
McIntosh County	Ms. Sarah Hawthorne	P.O. Box 495	Darien	31305	912-437-6645
Meriwether County	Dr. Margaret C. Bowden	P.O. Box 70	Greenville	30222	706-672-4297
Miller County	Ms. Judy Johnson	P.O. Box 188	Colquitt	31737	912-758-5592
Mitchell County	Ms. Lure Jenkins	94 S. Harney St.	Camilla	31730	912-336-2109
Monroe County	Dr. Priscilla Doster	P.O. Box 1308	Forsyth	31029	912-994-2039
Montgomery County	Mr. Johnny Brantley	P.O. Box 315	Mt. Vernon	30445	912-583-2301
Morgan County	Ms. Ann Roffman	1065 E. Ave.	Madison	30650	706-342-0752
Murray County	Mr. Julian Coffey	P.O. Box 40	Chatsworth	30705	706-695-5678
Muscogee County	Ms. Elizabeth Thornton	1532-5th Ave.	Columbus	31901	706-649-0608
Newton County	Dr. Juanita E. Carson	P.O. Box 1469	Covington	30209	404-787-1330
Oconee County	Ms. Wilma H. Biggers	P.O. Box 146	Watkinsville	30677	706-769-5685
Oglethorpe County	Ms. Ellen T. Broome	P.O. Box 190	Lexington	30648	706-743-8128
Paulding County	Mr. Frank Giles	522 Hardee St.	Dallas	30132	404-443-8040
Peach County	Ms. Doris Wilkinson	P.O. Box 1018	Fort Valley	31030	912-825-5322
Pickens County	Ms. Susan Reeves	488 Stegall Dr.	Jasper	30143	706-692-2532
Pierce County	Ms. Tina Sue O'Quinn	P.O. Box 349	Blackshear	31516	912-449-2044

System	Contact	Address	City	Zip Code	Telephone
Pike County	Ms. Jean Callaway	P.O. Box 386	Zebulon	30295	706-567-8489
Polk County	Mr. Jimmy Williams	P.O. Box 128	Cedartown	30125	404-748-3821
Pulaski County	Mr. Paul Mathis	McCormick Avenue	Hawkinsville	31036	912-892-9191
Putnam County	Dr. Jerrell E. Lopp	304 W. Marion St.	Eatonton	31024	706-485-8070
Quitman County	Mr. James Gary,Jr. *	P.O. Box 248	Georgetown	31754	912-334-4189
Rabun County	Ms. Pat Coleman	P.O. Box 468	Clayton	30525	706-746-5376
Randolph County	Ms. Kathryn Hardwick *	1208 Andrew St.	Cuthbert	31740	912-732-2641
Richmond County	Ms. Carlene Murphy	804 Katharine St.	Augusta	30904	706-737-7270
Rockdale County	Dr. Kathy O'Neill *	954 N. Main St.	Conyers	30207	404-483-4713
Schley County	Mr. William Johnson *	P.O. Box 66	Ellaville	31806	912-937-2405
Screven County	Ms. Agatha Kent	P.O. Box 1668	Sylvania	30467	912-564-7114
Seminole County	Ms. Kaye Guterman	800 S. Woolfork Ave.	Donalsonville	31745	912-524-5449
Spalding County	Mr. Randy Hobbs	P.O. Drawer N	Griffin	30223	404-229-3700
Stephens County	Mr. John W. Thurmond	Rt. 1, Box 75	Toccoa	30577	706-886-9415
Stewart County	Mr. William Harris	P.O. Box 547	Lumpkin	31815	912-838-4374
Sumter County	Dr. Charles Thompson	P.O. Box 967	Americus	31709	912-924-4955
Talbot County	Dr. John H. Crawford	P.O. Box 515	Talbotton	31827	706-665-8528
Taliaferro County	Mr. Marvin Chatman	364 Alexander St.,NW	Crawfordville	30631	404-456-2575
Tattnall County	Ms. Marsha Cunningham	P.O. Box 157	Reidsville	30453	912-557-4726
Taylor County	Mr. Tom Callier	P.O. Box 1937	Butler	31006	912-862-3383
Telfair County	Mr. Robert E. Herndon	P.O. Box 240	McRae	31055	912-868-5661
Terrell County	Ms. Gail Thaxton	P.O. Box 151	Dawson	31742	912-995-4726
Thomas County	Ms. Rhetta Singletary	P.O. Box 2300	Thomasville	31799	912-225-4380
Tift County	Ms. Harriet M. Morgan	P.O. Box 389	Tifton	31793	912-386-6500
Toombs County	Ms. Cheryl Metzler	P.O. Box 440	Lyons	30436	912-526-3141
Towns County	Mr. Bob Denny	P.O. Box 327	Hiawassee	30546	404-896-4131
Treutlen County	Mr. Walker L. Stewart	202 Third St.	Soperton	30457	912-529-4423
Troup County	Ms. Margie T. Daniel	P.O. Box 1228	LaGrange	30241	706-812-7920
Turner County	Mr. Edward Mitchell, Jr.	213 N. Cleveland St.	Ashburn	31714	912-567-3338
Twiggs County	Ms. Dediere Fountain	P.O. Box 232	Jeffersonville	31044	912-945-3127
Union County	Dr. Lewis McAfee	50 School Circle	Blairsville	30512	706-745-2322
Upson County	Ms. Barbara Scrimshire	205 Civic Center Dr.	Thomaston	30286	706-647-9621
Walker County	Ms. Ann Abney	P.O. Box 29	LaFayette	30728	706-638-1240
Walton County	Dr. Bruce A. Dalton	115 Oak St.	Monroe	30655	404-267-6544
Ware County	Ms. Debra Cargill	P.O. Box 1789	Waycross	31502	912-283-8656
Warren County	Mr. Maurice L. Buck	P.O. Box 228	Warrenton	30828	706-465-3383
Washington County	Ms. Grace E. Davis	P.O. Box 716	Sandersville	31082	912-552-3981
Wayne County	Ms. Dianne Clark	555 S. Sunset Blvd.	Jesup	31545	912-427-1000
Webster County	Mr. Meredith Walker *	P.O. Box 149	Preston	31824	912-828-3315

System	Contact	Address	City	Zip Code	Telephone
Wheeler County	Ms. Gina Dixon	P.O. Box 427	Alamo	30411	912-568-7303
White County	Ms. Inez Davidson	135 Brook Street	Cleveland	30528	706-865-2255
Whitfield County	Ms. Eloise Gazaway	1306 S. Thornton Ave.	Dalton	30720	706-278-8070
Wilcox County	Dr. John J. King	Courthouse	Abbeville	31001	912-467-2141
Wilkes County	Ms. Mary M. Allison	313A N. Alexander Ave.	Washington	30673	706-678-2718
Wilkinson County	Ms. Carol G. Silsby	P.O. Box 206	Irwinton	31042	912-946-5521
Worth County	Ms. Julie Sumner	204A E. Franklin St.	Sylvester	31791	912-776-8600
Americus City	Mr. Don Hicks	P.O. Box 847	Americus	31709	912-924-3605
Atlanta City	Dr. Chuck Fuller	2930 Forrest Hill Dr.,SW	Atlanta	30315	404-827-8658
Bremen City	Ms. Ann Hughes	504 Laurel St.	Bremen	30110	404-537-5508
Buford City	Ms. Beauty Baldwin *	181 Bona Rd.	Buford	30518	404-945-2713
Calhoun City	Dr. Kay Baxter	P.O. Box 785	Calhoun	30701	706-629-2900
Carrollton City	Ms. Jackie Fillingim	123 Brown St.	Carrollton	30117	404-834-1868
Cartersville City	Dr. Gary Walker	310 Old Mill Road	Cartersville	30120	404-382-5880
Chickamauga City	Mr. Giles Chapman	105 Lee Circle	Chickamauga	30707	706-375-3183
Commerce City	Mr. Dennis McWilliams	P.O. Box 29	Commerce	30529	706-335-5500
Dalton City	Ms. Kathryn Kelehear	P.O. Box 1408	Dalton	30722	706-278-8766
Decatur City	Ms. Gloria Lee	320 N. McDonough St.	Decatur	30030	404-370-4403
Dublin City	Ms. Catherine Wooddy	117 E. Jackson St.	Dublin	31021	912-272-3440
Gainesville City	Ms. Gregg Ann Zubay	200 Main St., Suite 100	Gainesville	30505	404-287-2017
Hogansville City	Dr. Gary Johnson *	611-A E. Main St.	Hogansville	30230	706-637-6611
Jefferson City	Dr. Judy Mahaffey	P.O. Box 507	Jefferson	30549	706-367-9298
LaGrange City	Dr. Lamar Hamric *	P.O. Box 1466	LaGrange	30241	706-883-1530
Marietta City	Dr. Robert Clark	P.O. Box 1265	Marietta	30061	404-422-3500
Pelham City	Mr. Jack S. Smith	188 W. Railroad St., S.	Pelham	31779	912-294-6041
Rome City	Ms. Pam Hamilton	508 E. Second St.	Rome	30161	706-236-5050
Social Circle City	Dr. Sandra Shockley	P.O. Box 428	Social Circle	30279	404-464-2731
Thomasville City	Dr. James S. Cable	915 E. Jackson St.	Thomasville	31792	912-225-2600
Trion City	Ms. Sue Hayes	Pine St.	Trion	30753	706-734-2363
Valdosta City	Ms. Wanda Ganas	P.O. Box 5407	Valdosta	31603	912-333-8500
Vidalia City	Dr. R. Tim Smith	208 College St.	Vidalia	30474	912-537-3089

** designates System Superintendent*

Regional Educational Service Agencies Staff Development Coordinators FY 93

RESA	Contact	Address	City	Zip Code	Telephone
Central Savannah River Area	Ms. Veronica Cowart	P.O. Drawer 621	Dearing	30808	404-556-6225
Chattahoochee Flint	Ms. Billie Sue Smith	P.O. Box 588	Americus	31709	912-928-1290
Coastal Plains	Ms. Marilyn Griffin	Route 10, Box 318	Valdosta	31601	912-333-5224
First District	Ms. Jennie Morgan	P.O. Box 826	Statesboro	30458	912-489-8601
Griffin	Ms. Lisa Lyle	P.O. Drawer H	Griffin	30224	404-229-3247
Heart of Georgia	Ms. Paula Fraiser	P.O. Box 368	Eastman	31023	912-374-2240
Metro	Ms. Linda Black	2268 Adams Dr., N.W.	Atlanta	30318	404-352-2697
Middle Georgia	Mr. Conrad Stapleton	P.O. Box 1148	Fort Valley	31030	912-825-3132
North Georgia	Ms. Carolyn Allen-Holloway	Route 3, Box 232A	Ellijay	30540	404-276-1111
Northeast Georgia	Dr. Paul Burnette	375 Winter St.	Winterville	30683	404-742-8292
Northwest Georgia	Ms. Phyllis S. Payne	217 Forrest Building 436 Broad St.	Rome	30161	404-295-6189
Oconee	Ms. Mary M. Moye	P.O. Box 699	Sandersville	31082	912-552-5178
Okefenokee	Dr. Larry Elbrink	145 North Augusta Avenue	Waycross	31503	912-285-6151
Pioneer	Mr. Eddie Bennett	Route 4, Box 4389	Cleveland	30528	404-865-2141
Southwest Georgia	Ms. Iris Cobb	P.O. Box 145	Leary	31762	912-792-6195
West Georgia	Mr. Wayne Moseley	123 LaGrange St.	Grantville	30220	404-583-2528

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Update. Quarterly newsletter of the Georgia Staff Development Council. Council business and brief articles on staff development practices and concerns in Georgia.

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Professional Associations

AERA	**American Educational Research Association** 1230 17th Street NW, Washington, DC 20036.
ASCD	**Association for Supervision and Curriculum Development** 125 Northwest Street, Alexandria, VA 22314, *703/549-9110*.
GACIS	**Georgia Association for Curriculum and Instructional Supervision** Dr. John C. Reynolds, Executive Secretary, School of Teacher Education, University of Georgia, Athens, GA 30602, *706/542-1497*.
GASCD	**Georgia Association for Supervision and Curriculum Development** Dr. Ray Bruce, Executive Secretary, G-10 Aderhold, University of Georgia, Athens, GA 30602, *706/542-1343*.
GSDC	**Georgia Staff Development Council** Dr. George Stansbury, Executive Director, Georgia State University, Box 651, University Plaza, Atlanta, GA 30303, *404/651-2533*.
IRA	**International Reading Association** 800 Barksdale Road, Newark, DE 19711, *302/731-1600*.
MTNA	**Music Teachers National Association** 617 Vine Street, Suite 1432, Cincinnati, OH 45202, *513/421-1420*.
NAEA	**National Art Education Association** 1916 Association Drive, Reston, VA 22091, *703/860-8000*.
NCSS	**National Council for the Social Studies** 3501 Newark Street NW, Washington, DC 20016, *202/966-7840*.
NCTE	**National Council of Teachers of English** 1111 Kenyon Road, Urbana, IL 61801, *217/328-3870*.
NCTM	**National Council of Teachers of Mathematics** 1906 Association Drive, Reston, VA 22091, *703/620-9840*.
NSDC	**National Staff Development Council** Dr. Dennis Sparks, 6024 Brook Lane, West Bloomfield, MI 48322, *313/539-3066*.
NSTA	**National Science Teachers Association** 1742 Connecticut Avenue NW, Washington, DC 20009, *202/328-5800*.
PDK	**Phi Delta Kappa** Eighth and Union, P.O. Box 789, Bloomington, IN 47402, *812/339-1156*.
SSMA	**School Science and Mathematics Association** 126 Life Sciences Building, Bowling Green State University, Bowling Green, OH 43403, *419/372-2531*.

Glossary of Staff Development Terms

Competency: Knowledge, skills and attitudes needed by personnel to satisfactorily carry out duties and responsibilities of assigned positions

Comprehensive Plan for Staff Development: The method for establishing, coordinating and maintaining staff development programs that address the assessed competency needs of all school system personnel

Contact Hours: Actual clock hours of formal instruction received during the preparation phase of a staff development unit activity

Cost of Instruction (COI): An allocation to local school systems that must be used to support staff development programs for all school personnel and school board members; also known as regular staff development funds

Criterion Referenced Test (CRT): Test related to specific learning objectives or skills considered to be essential to continued academic progress by students

Enhancement: A stage of professional development in which an individual broadens or strengthens his or her competencies by participating in learning opportunities that address needs identified through the state-required annual evaluation process or through other school and system evaluations

Fiscal Year (FY): State of Georgia: July 1 - June 30; Federal, usually October 1 - September 30

General Education: A category of educational programs that encompasses all kindergarten, elementary, middle grades, high school and vocational education

Induction: A stage of professional development in which an individual has served three or fewer years in a teaching, leadership or service assignment or has accepted an assignment in a new field

Instructional Support: A category of educational programs that has direct application to other educational program categories

Mastery Verification: An evaluation conducted during the preparation phase to determine whether participants have mastered the objectives of a staff development unit (SDU) course; may be completed in lieu of on-the-job performance

Needs: Conditions in which actual status of personnel with respect to knowledge of and performance in their fields of employment fall short of the level of performance desired by the individual, supervisor or the employing organization

Needs Based on Instructional Effectiveness: Personnel competency needs identified through evaluations of the effectiveness of school and school system instructional programs or implementation of new or revised programs

Needs Based on Professional Development: Individual needs of personnel identified according to the three stages of professional development: induction, specific needs development and enhancement

Norm-Referenced Test (NRT): Students' achievement measured against achievement of all other students taking the test

Glossary of Staff Development Terms

On-the-job Performance: Performance phase for staff development unit credit course based on verification that the intent of the formal instruction has been implemented on the job

Preparation Phase: Formal instructional phase for staff development unit credit course based on contact hours of instruction

Professional Development Plan (PDP): An individual improvement plan developed during the annual evaluation process that includes specific objectives, activities, timeline and criteria for measurement of progress

Professional Development Stipends (PDS): Funds awarded to qualified, certified personnel for having successfully completed formal educational opportunities — for needs categorized as induction, specific need, or instructional program — occurring at any time during the fiscal year outside an employee's normal contract hours and for which either staff development units (SDUs) or college credits earned in a regionally-accredited institution are awarded

Program Evaluation: The determination of overall effectiveness of staff development activities; includes formative and summative assessments.

Quality Basic Education: Educational reform act passed by the state of Georgia in 1985; effective on July 1, 1986

Quality Core Curriculum (QCC): Mandated by QBE and based on the 76 competencies in QBE, QCC defines objectives for the 13 subject areas specified for students in grades K-8 and the 9-12 course offerings students may take to complete precollege, vocational or general programs of study

Remedial Education: A category of education programs that includes opportunities for students to overcome their deficiencies in education achievement; includes all such programs funded by local, state and federal sources

Southern Association of Colleges and Schools (SACS): Nonprofit, nongovernmental organization devoted to assisting schools in self-improvement efforts; accredits public, parochial and proprietary elementary, middle, secondary and postsecondary institutions

Special Education: A category of education programs that encompasses all education programs for exceptional children, including the gifted

Specific Needs Development: A stage of professional development in which an individual has deficiencies or other needs as identified through the state- required annual evaluation process

Staff Development: Formal educational opportunities that are offered to persons through the approved comprehensive plan

Staff Development Advisory Committee: A representative committee that advises and assists the system coordinator in the assessment of needs, determination of priorities, content of activities, evaluation of the program and modification of plans

Staff Development Coordinator: The system superintendent or designee whose job description includes detailed responsibilities and functions for administering, coordinating and directing the local staff development program

Glossary of Staff Development Terms

Staff Development Unit (SDU): Unit of credit for courses based on 10 contact hours of formal instruction per unit credit (preparation phase) and on verification that the intent of the formal instruction has been implemented on the job (on-the-job performance phase) or on mastery verification conducted during the preparation phase

Teacher Competency Test (TCT): Criterion-referenced tests validated to be job-related and to reflect minimum content knowledge in certification areas for teaching, leadership and service certified educators

Distance Learning Resources for Staff Development

Contact Information

Satellite Educational Resources Consortium (SERC)
Joey Baughman
Georgia Department of Education
1862 Twin Towers East
Atlanta, Georgia 30334
(404) 656-5957

These courses are offered at no charge to each Georgia school district. You will need to contact the producer of each staff development course or SERC to obtain the necessary printed material which may accompany a particular staff development offering.

KET Star Channels Professional Seminars
Contact:
Valinda Ensslin
Kentucky Network
Enterprise Division
Suite 213
2230 Richmond Road
Lexington, Kentucky 40502-1311
(800) 354-9067

TI-IN Network Staff Development
Sandra La Plate
Educational Consultant
P. O. Box 397
Flowery Branch, Georgia 30542
(404) 967-6568
(800) 999-8446 (Corporate Office)
Voice Mail #906

SERC STAFF DEVELOPMENT
Tentative Schedule 1992-1993

Please Note:

All Staff Development offerings are subject to enrollment. Satellite, transponder, and audiobridge information will be provided with confirmation of registration. Call the SERC Hotline at 1-800-476-5001 for more information, or to register.

Date/s	Time-Eastern	# Hours	Title
1992			
Sept. 22, Oct. 6, 20, Nov. 3, 17, Dec. 8	4:30-5:30 PM	6	New Techniques and Technologies for Teaching French
Sept. 30, Oct. 14, 28, Nov. 4, 18, Dec. 2	4:30-5:30 PM	6	Bilingual Education and ESL for the Year 2000
Oct. 6, 13, 20, 27	4:30-6:00 PM	6	Telecommunications Enhancing Science Teaching (T.E.S.T.) Module # 1 • Properties and States of Matter
Oct. 7, 14, 21	4:30-6:30 PM	6	Relationships in Environmental Education
Oct. 8, 22, Nov. 5, 19	4:30-6:00 PM	6	Computer Interaction in Secondary Mathematics
Oct. 13, 27, Nov. 10	4:30-6:30 PM	6	Emerging Technologies and Their Use in the Classroom
Oct. 21	4:30-6:30 PM	2	Schools, Museums, Art, and Children: A Dialogue of States
Nov. 3, 10, 17, Dec. 1	4:30-6:00 PM	6	T.E.S.T. Module # 2 • Water and Water Cycles *
Nov. 4, 11, 18	4:30-6:30 PM	6	Family Friendly Schools: The Parent/Teacher Partnership
Dec. 2, 9, 16	4:30-6:30 PM	6	Establishing Formal Community/School Relationships
1993			
Jan. 12, 19, 26, Feb. 2	4:30-6:00PM	6	T.E.S.T. Module # 3 • Weather and Climate *
Jan. 13, 20, 27	4:30-6:00 PM	4.5	Integrating Anatomy and Physiology into the Biology Classroom
Jan. 13, 20, 27	4:30-6:30 PM	6	Mathematics Enrichment
Feb. 3, 10, 17	4:30-6:30 PM	6	Developing Effective Tech-Prep Programs to Enhance Students' Technical and Academic Skills
Feb. 9, 16, 23, Mar. 2	4:30-6:00 PM	6	T.E.S.T. Module # 4 • Light and Sound *
Feb. 10, 17, 24	4:30-6:30 PM	6	Demonstrations and Concepts for Physics Teachers
Mar. 9, 16, 23, 30	4:30-6:00 PM	6	From Student to Teacher • The Field Experience
Mar. 10, 17, 24	4:30-6:30 PM	6	Severe Weather and Climatology
Mar. 10, 17, 24	4:30-6:30 PM	6	Helping Teachers Change from Jr. High to Middle Level Schools
Mar. 18	12:00-1:00 PM	1	Electronic Field Trip #1 • "The State of the River"
Mar. 18, 25, Apr. 1	4:30-6:00 PM	4.5	Teaching Writing
Apr. 21, 28, May 5	4:30-6:30 PM	6	Expanding Horizons for K-8 Students through Multicultural Literature
Apr. 21, 28, May 5	4:30-6:30 PM	6	Interactive Television and Technology in Science - The TTI Model
May 20	12:00-1:00 PM	1	Electronic Field Trip #2 • "Down by the Bay"

Revised 04/17/1992

* If interested, please call Joey Baughman at (404) 656-5957.

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4:30 - 5:30 PM ET • September 22,
October 6, 20, November 3, 17, December 8, 1992

This six - hour series will be produced by Louisiana Public Broadcasting in cooperation with the governments of France and Belgium and with the Quachita Parish Multi-Purpose Community Action Program.

Program # 1 Will feature an in-depth look at the Louisiana Head Start French program, currently the only one of its kind in the United States. **Patrick Robinson** the Executive Director of the Quachita Parish program, and **Dr. Carlos Fandal**, head of the Foreign Language Department at Northeast Louisiana University will serve as presenters for this session.

Program # 2 Focuses on the communicative method "SPIRALE". Developed by educational experts in Belgium, this method is used extensively in teaching French at the elementary level in Louisiana. A major presenter will be **Elaine Levaque** of the French community of Belgium in Louisiana. There will also be a classroom segment on videotapes with **Freddy DePues** at Beechwood Elementary School in Baton Rouge.

Program # 3 Will feature LPB's series, THE ABC'S OF FRENCH, currently used as a supplement in the teaching of French at the upper elementary level (grades 4-6). **Richard Guidry**, Foreign Language Supervisor for the Louisiana Department of Education and **Christine Renaud**, a master teacher in the East Baton Rouge Parish will demonstrate.

Program # 4 Features the use of the interactive data system known as "MINITEL" and its use in middle and secondary French classrooms. It will be co-sponsored by the Cultural French Services program.

Program # 5 Will illustrate that the French culture reaches beyond France. This segment features interviews with four foreign teachers of French, from Belgium, Quebec, Africa and a native French-speaker from Louisiana.

Program # 6 Will profile the French education project based at Louisiana State University. **Dr. Robert Lafayette**, Coordinator and Professor of Applied Linguistics and **Annette Tamuly**, linguistics attaché for the French Consulate in New Orleans will serve as guest presenters.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

SERC reserves the right to cancel any offering based upon insufficient enrollment. All SERC Staff Development offerings will be available on Ku Band. Satellite, transponder, and telephone interaction information will be provided with confirmation of registration.

Funding for SERC Serves is provided by the Corporation for Public Broadcasting

SERC SERVES...

BILINGUAL EDUCATION AND ESL FOR THE YEAR 2000

4:30 - 5:30 PM ET September 30, October 14, 28, November 4, 18, December 2, 1992

ROME
PARIS
NEW YORK

This six-part series for teachers and administrators, produced by Louisiana Public Broadcasting, assesses the impact of the six national goals on the teaching of English to students and adults. Pre-school to adult educational programs will be featured.

Program # 1 Pre-School Bilingual Education/ESL Programs for Early Intervention
Guest Presenter: **Michela C. Penny-Velasquez**
Education Associate, Intercultural Development Research Association, San Antonio, Texas

Program # 2 Dropout Prevention Strategies for English Learning Secondary Students
Guest Presenter: **Hai T. Tran**
Multifunctional Resource Center 8, Norman, Oklahoma

Program # 3 Standardized Tests and Test Taking Strategies for English Learning Students
Guest Presenter: **Cecelia Navarette, Ph.D.**
Assistant Director, Evaluation Assistance Center-West, Albuquerque, New Mexico

Program # 4 Teaching Content Areas of Math and Science to English Learning Students
Proposed Presenter: **Alejandro Gallard**
Florida State University

Program # 5 A Native Language Approach to ESL in Adult Literacy
Guest Presenter: **Liz Garza**
Senior Associate, Intercultural Development Research Association, San Antonio, Texas

Program # 6 Racism and Ethnocentrism as it Relates to Violence, Educational Failure, Teen Pregnancy and Delinquency
Guest Presenter: **Brenda Rodriguez**
Trainer, Title VII, Midwest Multifunctional Resource Center, Area 5

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

TELECOMMUNICATIONS ENHANCINCING SCIENCE TEACHING: T.E.S.T.

4:30 - 6:00 PM Eastern Time

The New Jersey Institute of Technology, in conjunction with the New Jersey Network, will offer a series of discrete science curriculum modules consisting of four, 90 minute workshops aimed at enhancing elementary science teaching. Teachers will use kits supplied by the producers to perform hands-on science experiments and explore collaborative learning techniques for the classroom.

Module # 1: - PROPERTIES AND STATES OF MATTER • October 6, 13, 20, 27, 1992

Module # 2: - WATER AND WATER CYCLES • November 3, 10, 17, December 1, 1992

Module # 3: - WEATHER AND CLIMATE • January 12, 19, 26, February 2, 1993

Module # 4: - LIGHT AND SOUND • February 9, 16, 23, March 2, 1993

Individual Site Fee:	$240.00 per module (*District/State purchase also available*)
Science Resource Kits:	$ 25.00 per module, per site
Total Kit Cost:	$100.00

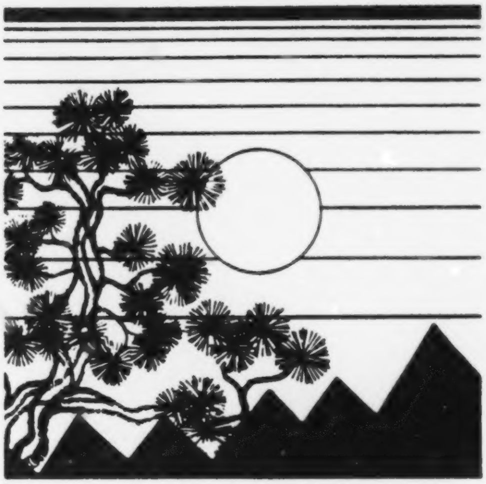
To Register: Call the SERC Hotline at 1-800-476-5001

SERC reserves the right to cancel any offering based upon insufficient enrollment. All SERC Staff Development offerings will be available on Ku Band. Satellite, transponder, and telephone interaction information will be provided with confirmation of registration.

Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

EXPERIENCING RELATIONSHIPS IN ENVIRONMENTAL EDUCATION



4:30 - 6:30 PM ET October 7, 14, 21, 1992

These workshops will emphasize a "hands on" approach to environmental studies which K-12 teachers can immediately incorporate into their classrooms.

Program # 1 " Conversations with the Soil "

Professor Francis Hole, of the Department of Soil Science and Geography at the University of Wisconsin, will illustrate unique and innovative techniques to help students learn about soil types and erosion.

Program # 2 "Transformative Education in an Integrated Elementary Social Studies Curriculum"

Professor Herbert Martin of the University of California in Sacramento, will be observed as he works with students in an actual class. Symbolic thinking and the use of the Native American Medicine Wheel are included.

Program # 3 " Meeting Myself Coming Around Corners "

This program will feature Ben Logan, author of "The Land Remembers - The Story of a Farm and its People". The workshop will focus on the influence of the land on the creative process.

This series is a cooperative effort among Wisconsin Public Telecommunications for Education , a division of the Wisconsin Educational Communications Board, the Wisconsin Department of Public Instruction and the University of Wisconsin - Extension and participating University of Wisconsin institutions.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

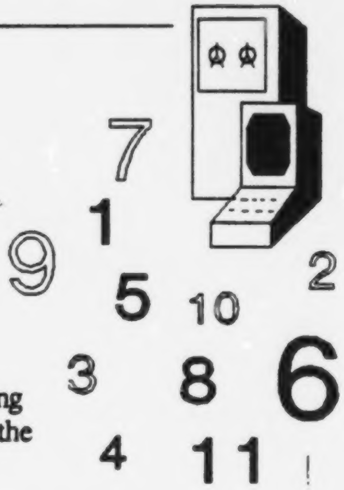
SERC reserves the right to cancel any offering based upon insufficient enrollment. All SERC Staff Development offerings will be available on Ku Band. Satellite, transponder, and telephone interaction information will be provided with confirmation of registration.

Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

COMPUTER INTERACTION IN SECONDARY MATHEMATICS

4:30 - 6:00 PM Eastern Time
October 8, 22,
November 5, 19, 1992



Stevens Institute of Technology, in collaboration with the New Jersey Network, will provide this series of Staff Development teacher training teleconferences demonstrating ways of enriching high school mathematics classes through the use of computers.

Each ninety-minute teleconference will include four pre-recorded documentary videos of exemplary classroom experience integrating technology in mathematics instruction. The teleconferences will alternate use of pre-recorded material with live discussions including classroom teachers from the documentaries, live software demonstrations, plus interactive question and answer sessions with the presenters.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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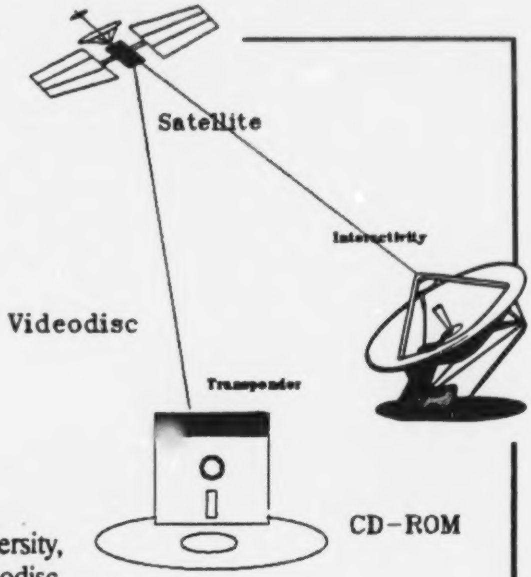
Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

EMERGING TECHNOLOGIES AND THEIR USE IN THE CLASSROOM

4:30 - 6:30 PM Eastern Time
October 13, 27, November 10, 1992



This series of three two-hour sessions will provide an introduction to new techniques, and demonstration of techniques currently available to teachers which offer new dimensions to the delivery of instruction.

Instructor: **Dr. Dan Brook**, Mississippi State University, will discuss technologies such as CD-ROM, videodisc, video/audio capture adapters, image digitizers and other presentation products.

This series will be produced by the Mississippi State University Television Center and the Continuing Education Department of the University of Mississippi State University.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

SCHOOLS, MUSEUMS, ART AND CHILDREN: A DIALOGUE OF STATES

4:30 - 6:30 PM Eastern Time • October 21, 1992

Panelists from North Texas and Nebraska Prairie Visions Institutes for Educators on the Visual Arts will meet to exchange comments on video lessons presented. Audience interaction is invited in an effort to expand the national dialogue on what constitutes an exemplary comprehensive arts education.

A rich menu of teaching episodes, staff development events and museum visits will be shown to demonstrate the best practice in comprehensive art education for both elementary and secondary schools as it is being developed in Nebraska and Texas.

Panelists will include representatives of arts organizations, art teachers and art coordinators for all school levels and administrators from both the Texas and Nebraska state school systems.

This session will be produced by the Nebraska Department of Education and Nebraska Educational Television.

Individual Site Fee: $ 80.00 (*District/State purchase also available*)

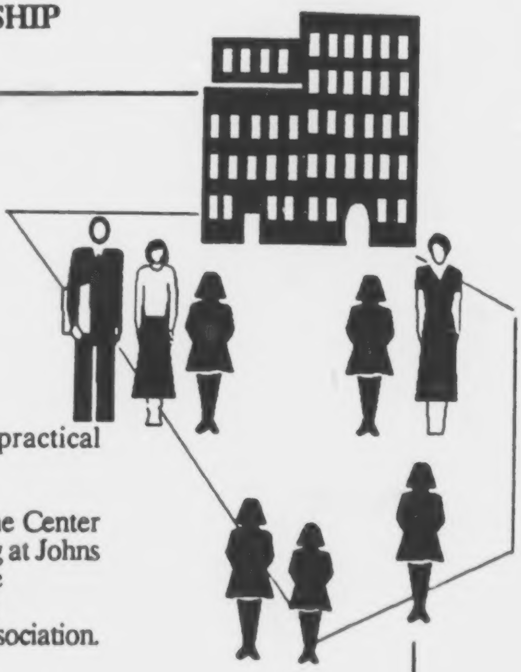
To Register: Call the SERC Hotline at 1-800-476-5001

SERC reserves the right to cancel any offering based upon insufficient enrollment. All SERC Staff Development offerings will be available on Ku Band. Satellite, transponder, and telephone interaction information will be provided with confirmation of registration.

Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

FAMILY FRIENDLY SCHOOLS: THE PARENT - TEACHER PARTNERSHIP



4:30 - 6:30 PM Eastern Time
November 4, 11, 18, 1992

This series of two-hour workshops will help educators develop the communication and outreach skills essential to establishing positive, productive interaction with families of students. Participants in exemplary family involvement programs will share strategies and suggest practical techniques.

Among the presenters will be **Joyce Epstein**, Director of the Center on Families, Communities, Schools, and Children's Learning at Johns Hopkins University, **Samuel Sava**, Executive Director of the National Association of Elementary School Principals, and **Patricia Henry**, President of the National Parent-Teacher Association.

Program # 1 Communicating with Parents

Program # 2 Parent Volunteers in the Classroom

Program # 3 Interactive Homework

This series is a cooperative effort among Wisconsin Public Telecommunications for Education, a division of the Wisconsin Educational Communications Board, the Wisconsin Department of Public Instruction, and the University of Wisconsin - Extension and participating University of Wisconsin institutions.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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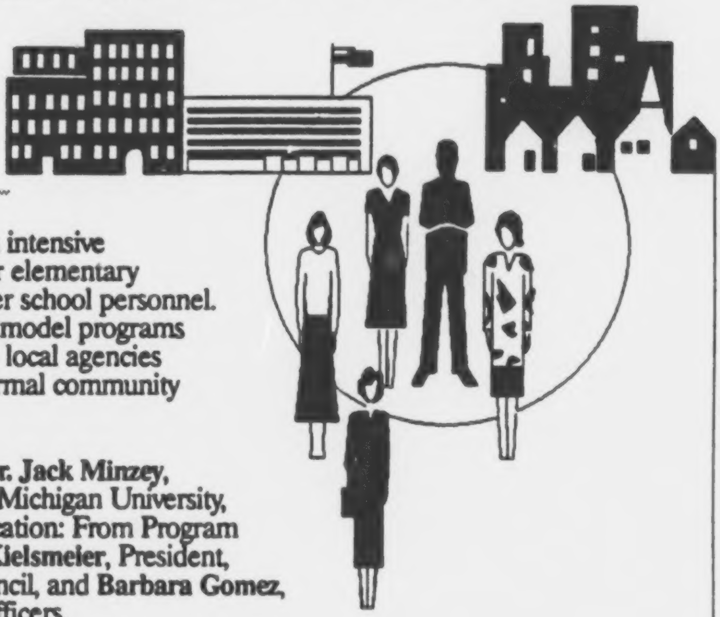
Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

ESTABLISHING FORMAL COMMUNITY-SCHOOL RELATIONSHIPS



4:30 - 6:30 PM Eastern Time
December 2, 9, 16, 1992

These workshops will provide an intensive view of community education for elementary and secondary teachers and other school personnel. They will examine activities and model programs that encourage cooperation with local agencies and organizations to establish formal community education programs.

Prospective presenters include **Dr. Jack Minzey**, Professor of Education, Eastern Michigan University, and author of "Community Education: From Program to Practice to Progress," **James Kielsmeier**, President, National Youth Leadership Council, and **Barbara Gomez**, Council of Chief State School Officers.

Program # 1	Successful Community Education Strategies - Demonstration and Discussion of Models
Program # 2	Upgrading Student Volunteer Activities into Formal Youth Service Learning
Program # 3	Establishing Intergenerational Relationships

This series is a cooperative effort among Wisconsin Public Telecommunications for Education, a division of the Wisconsin Educational Communications Board, the Wisconsin Department of Public Instruction and the University of Wisconsin - Extension and participating University of Wisconsin institutions.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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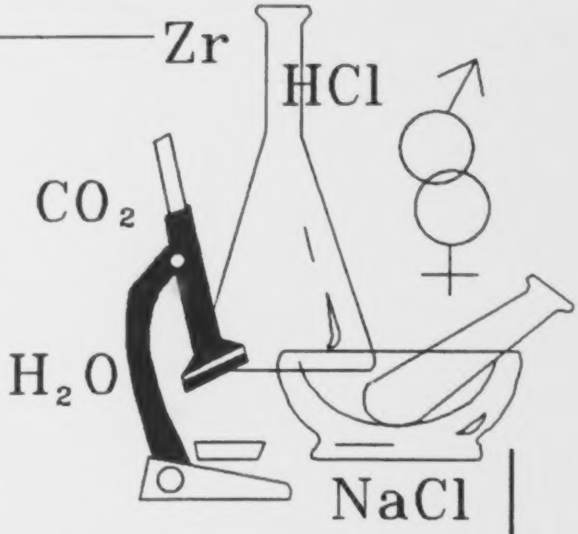
Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

TEACHING ANATOMY AND PHYSIOLOGY IN THE BIOLOGY CLASSROOM



4:30 - 6:00 PM Eastern Time
January 13, 20, 27, 1993

Marilyn Stephens, veteran classroom and television instructor at the Center for Public Television at the University of Alabama, has designed a series of three programs to enhance the teaching of the human body for the first year biology class.

To spark student interest and participation several lab activities are planned and simulated medical cases will be examined. A crime lab will also be included in the presentations.

These sessions will be produced by the Center for Public Television in Alabama.

Individual Site Fee: $180.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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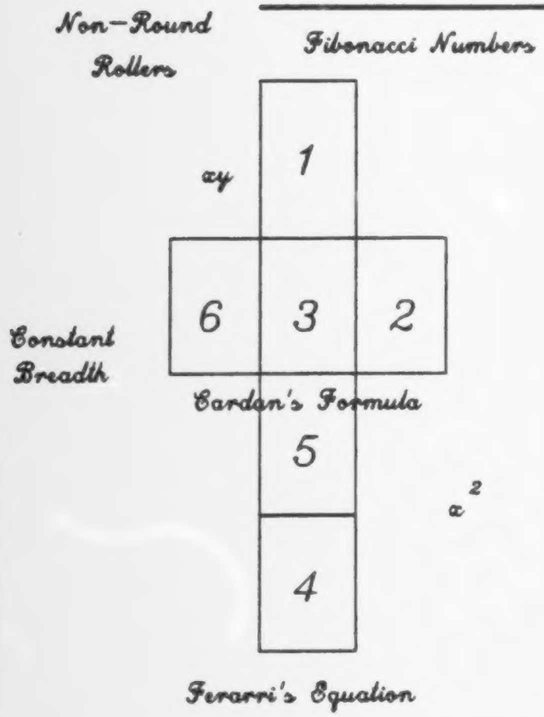
SERC SERVES...

MATHEMATICS ENRICHMENT



4:30 - 6:30 PM Eastern Time
January 13, 20, 27, 1993

These three two-hour sessions will provide both background and advanced material for high school mathematics teachers. Fibonacci numbers, curves of constant breadth (non-round rollers and drilling square holes), and magic squares will come together with such topics as Cardan's formula and Ferrari's equation from the traditional theory of equations.

In addition, the sessions will illustrate how today's advanced technologies such as personal computers and hand-held graphics calculators relate to the topics in question.

The instructor for this series will be **Dr. Jerry Reed** of Mississippi State University.

These programs will be produced by the Mississippi State University Television Center in cooperation with the Continuing Education Department of Mississippi State University.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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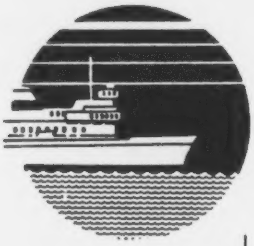
SERC SERVES...

DEVELOPING EFFECTIVE TECH-PREP PROGRAMS TO ENHANCE STUDENTS' TECHNICAL AND ACADEMIC SKILLS



4:30 - 6:30 PM ET February 3, 10, 17, 1993

These sessions will deal with the emerging concept of Tech-Prep or "2 + 2" educational models designed to combine the last two grades of high school with two years of technical or community college for non-college bound students. As Tech-Prep programs assume an important role in educational reform, successful planning and implementation will require not only integration of academic and vocational courses, but philosophic and organizational restructuring as well.

Experts participating in these workshops will include **Dr. Norton Grubb**, National Center for Research in Vocational Education, University of California, Berkley, **Dr. George Copa**, Chairperson, Department of Vocational and Technical Education, University of Minnesota, and **R. Brian Cobb**, Director of Occupational and Outreach Programs, Colorado State University.

Program # 1 Leadership for Designing Successful Tech-Prep Models

Program # 2 Effective Tech-Prep Programs at Work

Program # 3 Accurate Evaluation of Evolving Tech-Prep Programs

This series is a cooperative effort among Wisconsin Public Telecommunications for Education, a division of the Wisconsin Educational Communications Board, the Wisconsin Department of Public Instruction and the University of Wisconsin - Extension and participating University of Wisconsin institutions.

Individual Site Fee: $240.00 (*Group rates are also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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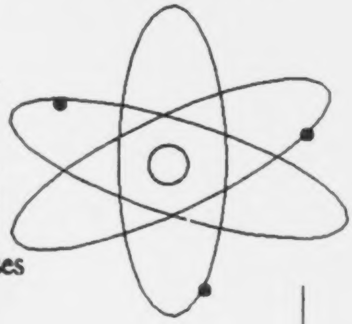
SERC SERVES...

DEMONSTRATIONS AND CONCEPTS FOR PHYSICS TEACHERS

$E=mc^2$



4:30 - 6:30 PM Eastern Time
February 10, 17, 24, 1993

These three two-hour workshops are designed to serve the needs of high school physics teachers and will focus on the development of concepts and problem solving techniques. Demonstrations and experiments will be presented and techniques for conducting classes such as questioning strategies and development of process skills will be discussed. Topics to be covered will include:

- straight-line motion
- rotational motion
- gravitation
- equlibrium
- momentum
- energy
- power
- work

The instructor for this series will be:

Dr. Sandra Harpole of Mississippi State University

This series will be produced by the Mississippi State University Television Center in cooperation with the Continuing Education Department of Mississippi State University.

Individual Site Fee: $240.00 (*Group rates are also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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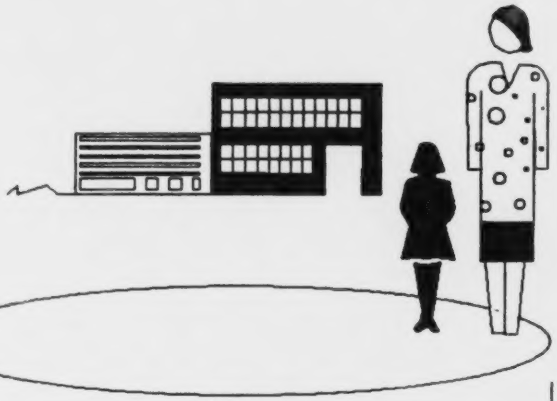
SERC SERVES...

FROM STUDENT TO TEACHER - THE FIELD EXPERIENCE

4:30 - 6:00 PM Eastern Time
March 9, 16, 23, 30, 1993



This series of four ninety-minute interactive teleconferences will concern the student teaching experience. Production of this series is a collaborative effort between the Mississippi Educational Television Network and the Office of Educational Field Experiences at the University of Southern Mississippi.

These programs will provide supervising teachers and student teachers information and experiences needed to give them the tools to work together toward a successful transitional experience for the student.

Program # 1	Supervision in Perspective
Program # 2	Becoming the Best
Program # 3	Motivation: The Key to Learning
Program # 4	Filing Your Flight Plan
Individual Site Fee:	$240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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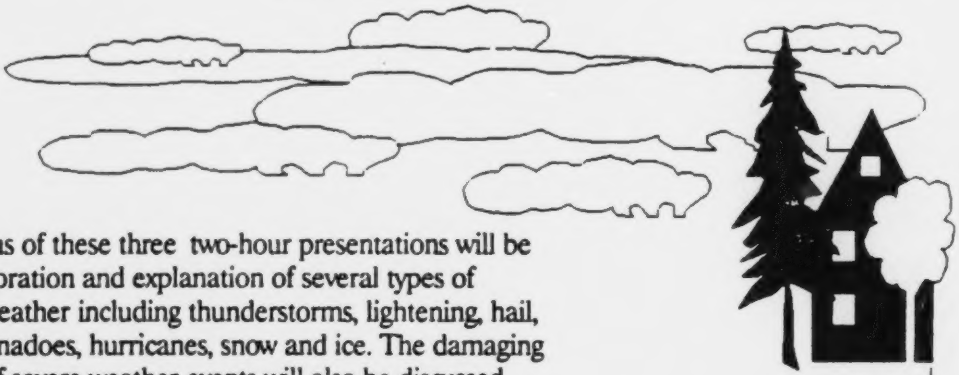
SERC SERVES...

SEVERE WEATHER AND CLIMATOLOGY

4:30 - 6:30 PM Eastern Time
March 10, 17, 24, 1993



The focus of these three two-hour presentations will be the exploration and explanation of several types of severe weather including thunderstorms, lightening, hail, dust, tornadoes, hurricanes, snow and ice. The damaging results of severe weather events will also be discussed.

- The occurrence of these events will be set against general climatological characteristics.
- The instructor for these programs will be **Dr. Charles L. Wax** from Mississippi State University.

This series will be produced by the Mississippi State Television Center and the Continuing Education Department of Mississippi State University.

Individual Site Fee: $240.00 (*Group rates are also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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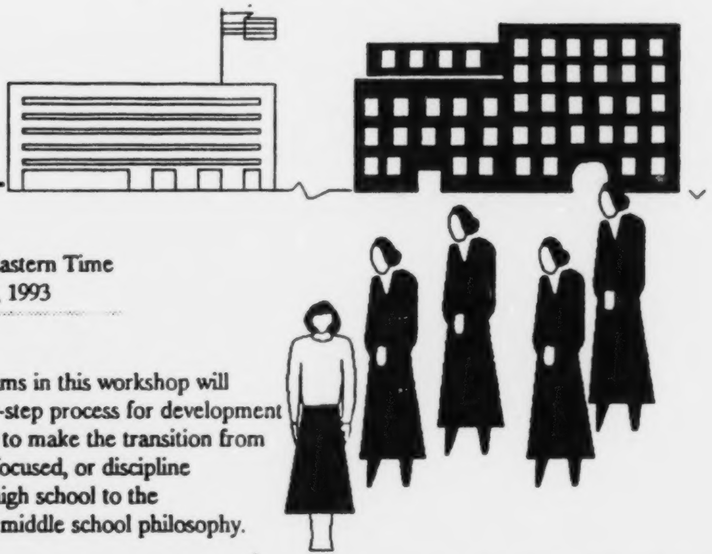
SERC SERVES...

HELPING TEACHERS CHANGE FROM JUNIOR HIGH TO MIDDLE LEVEL SCHOOLS



4:30 - 6:30 PM Eastern Time
March 10, 17, 24, 1993

The three programs in this workshop will present a step-by-step process for development of an action plan to make the transition from the traditionally focused, or discipline oriented, junior high school to the student-centered middle school philosophy.

Presenters will include **Dr. Arnold Chandler**, Director, Applied Educational Research Center, University of Wisconsin, Green Bay, **Dr. Tom Dickinson**, Editor of the "Middle School Journal," National Middle School Association, and **Dr. John Lounsbury**, Professor, Georgia College, a pioneer middle-level education leader.

Program # 1	Building Effective Middle Schools
Program # 2	Steps in Transition to Middle Schools
Program # 3	Teachers as Action Researchers

This series is a cooperative effort among Wisconsin Public Telecommunications for Education, a division of the Wisconsin Educational Communications Board, the Wisconsin Department of Public Instruction and the University of Wisconsin - Extension and participating University of Wisconsin institutions.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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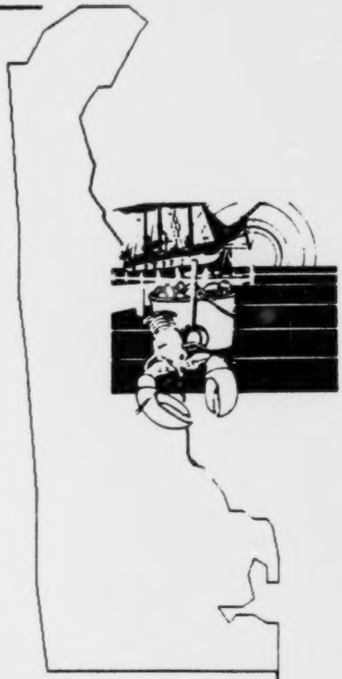
Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

ELECTRONIC FIELD TRIP #1: "The State of the River"



12:00 - 1:00 PM Eastern Time
March 18, 1993

Geared toward secondary students, this program, produced by the New Jersey Network in conjunction with the New Jersey State Aquarium at Camden, New Jersey, will focus on the physical and chemical aspects of a river using the Delaware River as an example.

Water quality and water quantity issues will be explored. Students will see demonstrations of a variety of water sampling techniques and hear discussions and analyses of the data by scientists and environmentalists. Mathematical modeling and the applied sciences, particularly engineering, will also be stressed.

The diversity of careers associated with conservation and river use will be addressed, as well as associated areas of study.

Individual Site Fee: $ 40.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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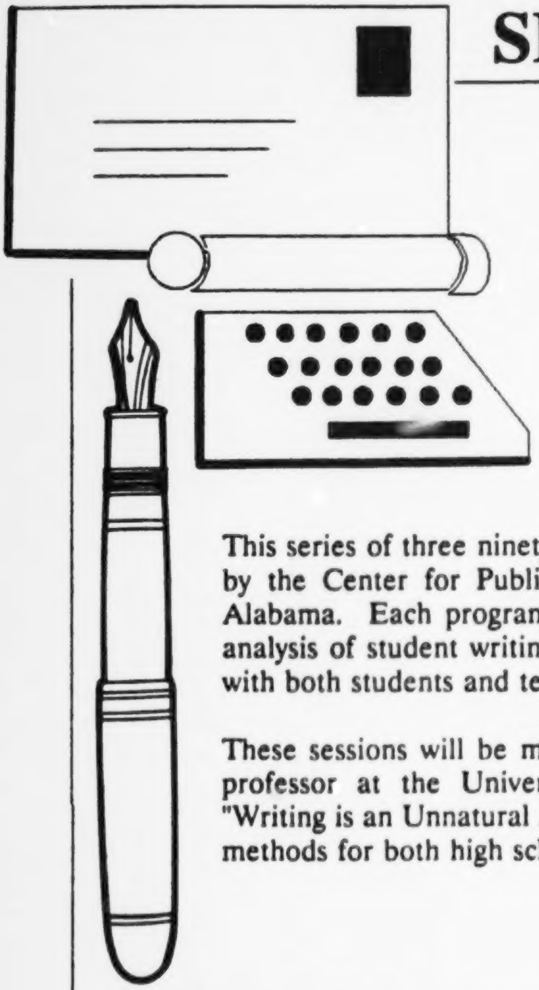
SERVES...



ENGLISH COMPOSITION
Teaching Writing

4:30 - 6:00 PM Eastern Time
March 18, 25, April 1, 1993

This series of three ninety-minute sessions will be produced by the Center for Public Television at the University of Alabama. Each program will include a model lesson and analysis of student writing samples, followed by discussions with both students and teachers.

These sessions will be moderated by **Dr. James Raymond**, professor at the University of Alabama and author of "Writing is an Unnatural Act," a well-known book on writing methods for both high school and college teachers.

Individual Site Fee: $180.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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SERC SERVES...

EXPANDING HORIZONS FOR K-8 STUDENTS THROUGH MULTICULTURAL LITERATURE

4:30 - 6:30 PM Eastern Time • April 21, 28, May 5, 1993

Utilizing the resources of the nationally respected Cooperative Children's Book Center (CCBC) at the University of Wisconsin - Madison, these workshops will enlist the assistance of authors, illustrators and editors in helping teachers to select literature that reflects cultural diversity.

Among the presenters will be: **Ginny Moore Kruse**, Director, CCBC, **Merri V. Lindgren**, CCBC librarian and author of "The Multicultural Mirror," **Allen Say**, Japanese-American illustrator, **Shonto Begay**, Navajo artist, **Nicholasa Mohr**, Hispanic-American author, and **Rudine Sims Bishop**, Professor of Education, Ohio State University and leading authority on African-American literature.

Program #1	Successful Techniques for Using Multicultural Books in the Classroom
Program #2	Incorporating Multicultural Literature throughout the School Year
Program #3	Discovering Reliable Multicultural Literature

This series is a cooperative effort among Wisconsin Public Telecommunications for Education, a division of the Wisconsin Educational Communications Board, the Wisconsin Department of Public Instruction and the University of Wisconsin - Extension and participating University of Wisconsin institutions.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

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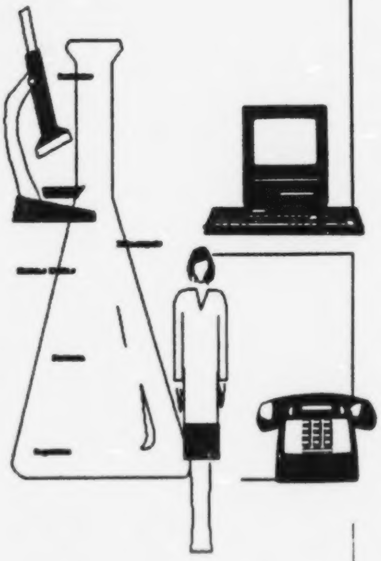
Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

INTERACTIVE TELEVISION AND TECHNOLOGY IN SCIENCE EDUCATION: THE TTI MODEL

4:30 - 6:30 PM Eastern Time • April 21, 28, May 5, 1993



This series of three two-hour sessions, produced by Thirteen/WNET, will demonstrate to teachers how video (instructional television and videodisk) can be integrated into the teaching of science in grades K-12, with an emphasis on interactive instruction and experiential learning.

Based on Thirteen's successful Teacher Training Institute (TTI), the teleconference series will include presentations by master teachers modeling examples of interactive lesson plans in the four major science disciplines - biology, chemistry, earth science, and physics - across all grade levels. The master teachers will also demonstrate ways teachers can develop their own lesson plans, emphasizing their individual teaching styles and the various learning styles of their students.

The accompanying print materials for the sessions will include a representative sample of the best lesson plans developed by TTI master teachers nationwide.

An electronic component of the course is planned for teachers and schools using public television's telecommunications network for educators, "Learning Link", enabling participants to access additional resources and inteact electronically with the course presenters and other TTI teachers.

Individual Site Fee: $240.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

SERC reserves the right to cancel any offering based upon insufficient enrollment. All SERC Staff Development offerings will be available on Ku Band. Satellite, transponder, and telephone interaction information will be provided with confirmation of registration.

Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

SERC SERVES...

ELECTRONIC FIELD TRIP #2: Down by the Bay

12:00 - 1:00 PM Eastern Time
May 20, 1993

This program will give upper elementary and middle school students the opportunity to witness the horseshoe crab mating season in the Delaware River and Bay.

There will be a strong biological and ecological focus, examining the complexity of food webs and the relationship between the crabs and migratory shore birds, as well as the exploration of the estuary and its importance as a natural habitat.

Students will be able to interact with scientists on location at the bay, and view their methods, experiments and findings first hand.

Individual Site Fee: $ 40.00 (*District/State purchase also available*)

To Register: Call the SERC Hotline at 1-800-476-5001

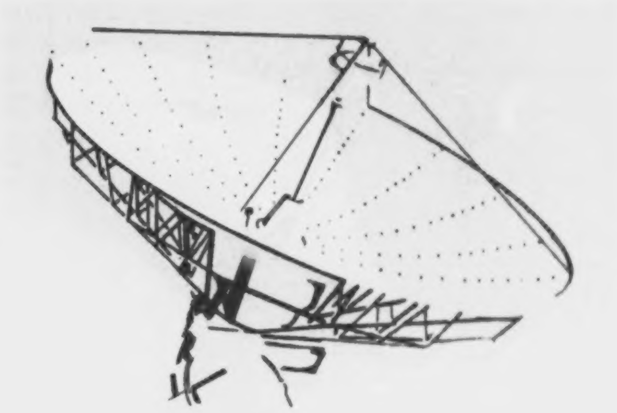
SERC reserves the right to cancel any offering based upon insufficient enrollment. All SERC Staff Development offerings will be available on Ku Band. Satellite, transponder, and telephone interaction information will be provided with confirmation of registration.

Funding for SERC SERVES is provided by the Corporation for Public Broadcasting.

KET Star Channels Professional Seminars

1992-93 School Year

Your teachers can benefit from the landmark education reform process in Kentucky—even as it happens.



In 1990 the Kentucky General Assembly, in an historic act, passed the Kentucky Education Reform Act (KERA), which mandated a sweeping transformation of Kentucky's school system. The entire Kentucky education community is now faced with the formidable challenge of creating a new educational system while the whole country watches.

KET, The Kentucky Network, the largest statewide public television network in the country, is helping the education reformation by using its satellite technology to link teachers and administrators throughout the state. The Star Channels satellite system allows educators to share ideas across great distances without leaving their own schools.

Teachers in other states have already benefited from participation in the **KET Star Channels Professional Seminars**. Now we are making these challenging and progressive sessions available to even more educators outside Kentucky.

Topics for the **KET Star Channels Professional Seminars** were chosen with the goals of the Kentucky Education Reform Act specifically in mind and were based on an extensive survey of staff development needs in Kentucky and other states. You'll find these workshops can be a foundation for your professional development plans for the school year. All you need to take advantage of this great opportunity is access to a satellite downlink.

Calendar

1992-93 KET Star Channels Seminars

Tuesdays (unless otherwise noted) 4:00 to 5:30 pm ET/3:00 to 4:30 pm CT

Sept. 15, 22, 29; Oct. 6	**Primary School: Whole Language Instruction**
Sept. 30 (Wednesday)	**Grantswriting Workshop for Teachers**
Oct. 13, 20, 27	**Outcome-Based Instruction**
Nov. 2 (Monday)	**Video Production in Education**
Nov. 10, 17	**Topics in High School Mathematics**
Dec. 1, 8	**Arts & Meeting the Valued Outcomes**
Jan. 19, 26	**A New Look at Latin**
Feb. 2, 9, 16, 23	**Middle School Mathematics**
Sept. 16, Oct. 14, Nov. 11, Feb 10, March 10, April 14 (Wednesdays)	**School Media Library Program**
March 9, 16, 23	**Special Learning Needs in the Primary Program**

KET Professional Seminar Topics

Primary School: Whole Language Instruction

4 seminars (6.0 hours of televised training)

This series for primary teachers will focus on a specific developmentally appropriate strategy—developing and implementing whole language instruction. The rationale for whole language instruction will be discussed, and classroom teachers will demonstrate a number of applicable instructional methods, such as assisted reading and directed reading-thinking activities. Participants will receive practical advice in dealing with implementation issues in a primary (multi-age/multi-ability) classroom, including scheduling and planning, classroom management, collecting materials, developing language centers, grouping, and assessment/evaluation. Finally, the presenters will provide a framework for making the transition from the traditional skills progression methods to whole language instruction.

Who will benefit? primary classroom teachers and aides, elementary principals, elementary supervisors

Outcome-Based Education

3 seminars (4.5 hours of televised training)

KERA implements a system for organizing and delivering a complete instructional program known as Outcome-Based Education. It is based on three premises: that all students can learn and succeed, that success breeds success, and that schools control the conditions of success. Outcome-Based Education links student achievement to a *standard* of performance rather than a *schedule* of performance and designs instruction around the needs of the student, not the conveniences or needs of the educational system. This series will introduce Outcome-Based Education and help educators begin to develop an action plan for their own schools.

Who will benefit? general audience

Chaos—A New Dimension for High School Mathematics

2 seminars (3.0 hours of televised training)

Do you need new topics to reinforce classroom content? Try "Chaos," which provides opportunities for communication, connections, and problem solving in the mathematics classroom. This two-session introduction to chaos theory addresses the valued outcomes of space and dimensionality, changes in patterns and functions, and mathematical reasoning.

Who will benefit? high school mathematics teachers

Arts & Meeting the Valued Outcomes

2 seminars (3.0 hours of televised training)

This seminar focuses on how the arts can be integrated into the six learning goals established for Kentucky's young people by KERA. For example, information, ideas, and emotions may be expressed through the arts. Involvement in the artistic process also challenges students to think creatively and solve problems, independently and in groups. Core concepts and valued outcomes have been developed for the arts; now it's up to classroom teachers and arts educators to integrate them into their teaching. These two seminars will explore the role of the arts in Kentucky's classrooms under the reform act and feature creative and skillful teachers who have translated the core concepts and valued outcomes into meaningful classroom projects, often integrating a variety of curriculum areas and experiences.

Who will benefit? primary and middle school classroom teachers and arts educators

A New Look at Latin

2 seminars (3.0 hours of televised training)

Schools across the country have experienced a rebirth of interest in Latin, for many reasons. The new look and new approaches used in many Latin courses have no doubt helped attract new students. KET's own enormously popular satellite Latin class is based on *Ecce Romani*, which has students reading Latin authors and learning about Roman culture, as well as developing skills in listening, speaking, and writing. In this two-part series, the national spokeswoman for *Ecce Romani*, Sally Davis, will address oral and aural approaches to teaching and learning Latin. She will be joined by classroom teachers who will cover other topics such as the national trend of teaching multi-level Latin grammar classes, the National Latin Exam, text selection, and the use of supplemental classroom material.

Who will benefit? middle and high school Latin teachers

Middle School Mathematics

4 seminars (6.0 hours of televised training)

KET continues its commitment to helping teachers implement the KERA standards with this second series of *Middle School Mathematics* seminars. This year's seminars will focus on algebra patterns and functions, mathematical connections, problem solving, and ratio and proportion. The series will feature classroom activities, computer applications, and assessment techniques, presented by trained classroom teachers and one of the authors of the new standards.

Who will benefit? middle school mathematics teachers

Grantswriting Workshop for Teachers

1 seminar (1.5 hours of televised training)

Participants will get tips from those in the know on how to write strong grant applications for a variety of school-based projects.

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Collaborative Service Delivery for Students with Special Learning Needs in the Primary Program

3 seminars (4.5 hours of televised training)

This series of seminars will focus on specific issues related to the inclusion of students with special learning needs within the primary program. Students with special learning needs include gifted, educationally disabled, at-risk, limited English proficient, Chapter 1, and speech language. The seminars will provide participants with appropriate instructional strategies, methods for successful collaboration among service providers, and parameters for appropriate educational experiences based on state and federal regulations.

Who will benefit? general, special education, remedial, Chapter 1 and gifted education teachers, and instructional supervisors at the primary level.

Video Production in Education

1 seminar (1.5 hours of televised training)

Discover how teachers have used video production in the classroom as a means of communication and artistic expression or for other educational purposes.

School Media Library Program

6 seminars (9.0 hours of televised training)

Librarians, media specialists, and others interested in this subject will be able to participate in the University of Kentucky School Media Library Program.

Further information about the 1992-93 programs will be mailed to registrants later in the summer.

Additional Seminar Topics: Additional seminar topics will be added to the schedule throughout the school year. If you have signed up for a particular seminar or for the entire seminar package, you will be notified well in advance of the airing dates of these additional seminars. They will be offered at no extra charge.

KET Star Channels Professional Seminars

Live and Interactive. The seminars are live productions, and active participation is encouraged both at the site and with television presenters. During the seminar, participants may communicate with the presenters by telephone using a toll-free number.* A handy "Site Coordinator's Guide" will help prepare sites to fully participate in the seminars.

Practical and Convenient. Each series of KET seminars includes a sequence of workshops, each 90 minutes long, supplemented by print materials. The seminars feature:

- **stimulating ideas and useful research** which you can use in your classroom—presented by inspirational educational leaders, representing a variety of content areas and viewpoints.
- **demonstrations, practical advice, and suggestions** from your colleagues—fellow teachers who have successfully implemented featured programs in their classrooms.
- **videotaped visits to classrooms** where you can see both how teachers employ featured instructional strategies and how students respond.
- **the convenience of attending the workshop in your own school or district.**

Simple preparation. In order to support the seminars, you will need to provide:

- **a site coordinator** who will be responsible for hosting the workshop, operating the television equipment, handing out and collecting materials, distributing and collecting workshop evaluations, etc. KET will provide a "Site Coordinator's Guide" to help coordinators facilitate these seminars.
- **copies of seminar print materials.** One copy of the print materials will be sent to each site to be duplicated for participants.
- **a comfortable site for the seminar**, equipped to receive satellite transmission. Access to a phone in the room will encourage telephone interaction.

Registration. In order to integrate these seminars into your professional development plan for the upcoming school year, you may pre-register now as a site for individual series or for the entire package. Just return the attached registration form. We urge you to register early for the 1992-93 school year to ensure that you receive workshop materials and other timely information prior to the beginning of the schedule.

(*and/or by keypad, if participating at a school outfitted with KET's satellite equipment cabinet. The workshops are not limited to schools with this equipment, though.)

What teachers say about KET Star Channels Professional Seminars:

"This was one of the most valuable professional development training programs I've had in years."

"It's a great way to become aware of new teaching techniques!"

"Well done—great demos! Good examples—concise and clear explanation. Secured some good tips and practical info."

BEST COPY AVAILABLF

KET Star Channels Professional Seminars

1992-93 Registration

To register, complete and return this form as soon as possible to Valinda Ensslin, KET, The Kentucky Network, Enterprise Division, 2230 Richmond Road, Suite 213, Lexington, KY 40502-1311. For more information, contact Valinda at (800) 354-9067.

Site Information

School Name ______________________ P.O. # __________

Contact Person/Title ______________________ Telephone Number __________

Address ______________________

City ______________ State __________ Zip __________

The contact person is the person with whom KET will maintain contact prior to the workshop. Some information may be sent out during the summer. If there is another address to which this information should be sent during the summer only, please indicate it here:

Summer Address/Phone ______________________

Registration Options:

☐ 1992-93 KET Professional Seminars Package	$900
☐ Primary School: Whole Language Instruction	$200
☐ Outcome-Based Education	$150
☐ Chaos: for High School Mathematics	$150
☐ Arts & Meeting the Valued Outcomes	$100
☐ A New Look at Latin	$100
☐ Middle School Mathematics	$200
☐ School Media Library Program	$300
☐ Grantswriting Workshop for Teachers	$50
☐ Video Production in Education	$50
☐ Special Learning Needs in the Primary Program	$150
☐ VHS videotapes of KET Professional Seminars package	$1000
☐ Individual VHS videotapes	$65 per 90-minute tape

Please specify seminar topics: ______________________

____

____

KET STAR CHANNELS PROFESSIONAL SEMINARS

KET

The Kentucky
Network

Enterprise Division
Suite 213
2230 Richmond Rd.
Lexington, KY 40502-1311

Non-Profit Org.
U. S. Postage
PAID
Lexington, KY
Permit No. 377

TI-IN NETWORK

1992-93 STAFF DEVELOPMENT TOPICS BY CATEGORY

3/16/92

CATEGORY/TITLE	DATE(S)	HOURS	PRESENTER
Administration			
Total Quality Management for Education	September 8	2	Dr. Donna Goehle
Selling Success and Expecting Excellence	September 10	2	Dr. James Cisek
Hispanic Connection: Making Learning Work	September 15	1	Dr. Ivan Fitzwater & Dr. Victor Rodriguez
Building Communities that Empower People	September 17	2	Dr. Ervin Harlacher
Impact of the American Disabilities Act on Schools*	September 24	2	Bobbie Beth Scoggins
Back in Shape	October 6	1.25	Amy Jones
Optimizing Learning for Gifted Students*	October 22	2	Dr. Barbara Clark
Site-Based Management and Effective Schools	October 27	3	Dr. Larry Lezotte
Implementing Transformational Outcome-Based Education*	November 17, 19	4	Dr. Kit Marshall
Finding Time for Success and Happiness*	November 24	2	Dr. Ivan Fitzwater
Exploring Global Trends in Education	December 15, 17	6	Dr. Donna Goehle
Enhancing Leadership Skills*	January 12	2	Dr. Ivan Fitzwater
Conducting Productive Staff Development through Teachers' Learning Styles*	January 28	3	Drs. Kenneth & Rita Dunn
Effective Communication*	February 9	2	Dr. Ivan Fitzwater
At-Risk: Alternatives to Gang Involvement*	February 23	2	Dr. Allen Mendler
Image of Excellence	February 25	2	Valerie Sokolosky
Getting Ready for the 21st Century: Challenge of Making Change Work	March 16	3	Dr. Donna Goehle
Relaxing in a Tense World	March 23	2	Amy Jones
Gender Differences in Communication	April 13	2	Dr. Joan Linder
How to Balance Multiple Life Priorities Successfully	April 15	2	Dr. Joan Linder
Team Building: Toward Excellent Schools	April 20	3	Bert Simmons
The Parent-Teacher Connection	April 22	3	Bert Simmons
Teacher/Explorer: A Technology Change Model*	April 27	3	Fred D'Ignazio

**Will be submitted for approval of Administrator Training credit through the Texas Education Agency.*

*Advanced Academic Training (AAT)**

CATEGORY/TITLE	DATE(S)	HOURS	PRESENTER
Science for Every Kid*	September 22, 29	6	Janice Van Cleave
Classroom Management: Teacher Variance Theory*	October 15 November 12 December 3	6	Dr. Irwin Hyman
Engaging Students in a Problem-Centered Curriculum*	December 1 January 21	6	Marian Leibowitz & Dr. Bena Kallick
Exploring Global Trends in Education*	December 15, 17	6	Dr. Donna Goehle
Spectacular Science Fair Projects/Teaching the Fun of Science**	January 19 and February 18		Janice Van Cleave
ESL Strategies for All Content Areas*	March 2, 4, 9	6	Dr. Ellen Riojas-Clark
Strengthening and Assessing Your Mathematics Curriculum*	May 4, 6	6	Dr. Lola May

**Will be submitted for approval of AAT credit through the Texas Education Agency.*
***Participants must attend both sessions in order to receive credit.*

CATEGORY/TITLE	DATE(S)	HOURS	PRESENTER
Classroom Management			
Classroom Management: Teacher Variance Theory	October 15 November 12 December 3	6	Dr. Irwin Hyman
Site-Based Management and Effective Schools	October 27	3	Dr. Larry Lezotte
Effective Communication	February 9	2	Dr. Ivan Fitzwater
At Risk: Alternatives to Gang Involvement	February 23	2	Dr. Allen Mendler
How to Balance Multiple Life Priorities Successfully	April 15	2	Dr. Joan Linder
The Parent-Teacher Connection	April 22	3	Bert Simmons
Counseling			
Selling Success and Expecting Excellence	September 10	2	Dr. James Cisek
Helping Discouraged Learners	October 8	2	Jerry Conrath
Classroom Management: Teacher Variance Theory*	October 15 November 12 December 3	6	Dr. Irwin Hyman
Motivating Every Student	October 20	2	Dr. Ivan Fitzwater
The Grieving Child: Helping Children Deal with Loss*	February 4	3	Dr. Ken Moses
At Risk: Alternatives to Gang Involvement*	February 23	2	Dr. Allen Mendler
Gender Differences in Communication	April 13	2	Dr. Joan Linder
English/Language Arts			
Matching Reading Approaches to Individual Learning Styles	November 5	3	Dr. Rita Dunn
What Makes Grand Opera So Grand?	November 10	2	Theresa Gordon
Whole Language for Intermediate/Middle Grade Learners	January 14	2	Dr. Donna Ogle
ESL Strategies for All Content Areas	March 2, 4, 9	6	Dr. Ellen Riojas-Clark
Fine Arts			
What Makes Grand Opera So Grand?	November 10	2	Theresa Gordon
Computer Graphics: The New Creative Art Tools of the 21st Century	March 11	3	Lawrence Gartel
Gifted/Talented			
Optimizing Learning for Gifted Students	October 22	2	Dr. Barbara Clark
Learning Styles of Multi-Culturally Diverse Gifted and Talented Adolescents	February 11	3	Dr. Rita Dunn
Health			
Back in Shape	October 6	1.25	Amy Jones
Relaxing in a Tense World	March 23	2	Amy Jones
Instructional Technology			
Computer Graphics: The New Creative Art Tools of the 21st Century	March 11	3	Lawrence Gartel

**Will be submitted for approval of Licensed Professional Counselor credit through the National Board of Certified Counselors and the Texas State Board of Examiners of Professional Counselors.*

CATEGORY/TITLE	DATE(S)	HOURS	PRESENTER
Instructional Technology Continued			
Teacher/Explorer: A Technology Change Model	April 27	3	Fred D'Ignazio
Student/Explorer: A Multi-Media Maniac Model	April 29	3	Fred D'Ignazio
Mathematics			
Strengthening and Assessing Your Mathematics Curriculum	May 4, 6	6	Dr. Lola May
Multi-Culturalism			
Hispanic Connection: Making Learning Work	September 15	1	Dr. Ivan Fitzwater & Dr. Victor Rodriguez
Exploring Global Trends in Education	December 15, 17	6	Dr. Donna Goehle
Learning Styles of Multi-Culturally Diverse Gifted and Talented Adolescents	February 11	3	Dr. Rita Dunn
Implementing Multi-Cultural Experiences in the Public School Setting	April 1	2	Patricia Petty
Motivation/Self-Esteem			
Selling Success and Expecting Excellence	September 10	2	Dr. James Cisek
Helping Discouraged Learners	October 8	2	Jerry Conrath
Motivating Every Student	October 20	2	Dr. Ivan Fitzwater
Self-Esteem: The Best Gift	December 8	2	Dr. Louise Hart
Self-Esteem from Teacher to Student	December 10	2	Dr. Louise Hart
Image of Excellence	February 25	2	Valerie Sokolosky
Parent/Community			
Selling Success and Expecting Excellence	September 10	2	Dr. James Cisek
Hispanic Connection: Making Learning Work	September 15	1	Dr. Ivan Fitzwater & Dr. Victor Rodriguez
Back in Shape	October 6	1.25	Amy Jones
Motivating Every Student	October 20	2	Dr. Ivan Fitzwater
Dimensions of School Choice	October 29	2	Dr. Frank Kemerer
What Makes Grand Opera So Grand?	November 10	2	Theresa Gordon
Finding Time for Success and Happiness	November 24	2	Dr. Ivan Fitzwater
Self-Esteem: The Best Gift	December 8	2	Dr. Louise Hart
Self-Esteem from Teacher to Student	December 10	2	Dr. Louise Hart
Effective Communication	February 9	2	Dr. Ivan Fitzwater
At-Risk: Alternatives to Gang Involvement	February 23	2	Dr. Allen Mendler
Relaxing in a Tense World	March 23	2	Amy Jones
Gender Differences in Communication	April 13	2	Dr. Joan Linder
How to Balance Multiple Life Priorities Successfully	April 15	2	Dr. Joan Linder
The Parent-Teacher Connection	April 22	3	Bert Simmons
School Board Training			
School Board Member Orientation (II)*	September 3	2	Dr. Frank Kemerer
Total Quality Management for Education (I)*	September 8	2	Dr. Donna Goehle
Building Communities that Empower People (IV)*	September 17	2	Dr. Ervin Harlacher

CATEGORY/TITLE	DATE(S)	HOURS	PRESENTER
School Board Training Continued			
Dimensions of School Choice (IV)*	October 29	2	Dr. Frank Kemerer
Enhancing Leadership Skills (X)*	January 12	2	Dr. Ivan Fitzwater
Getting Ready for the 21st Century: Challenge of Making Change Work (VI)*	March 16	3	Dr. Donna Goehle
The School Board, The School Board Member and Legal Liability (IX)*	April 8	2	Dr. Frank Kemerer
Team Building: Toward Excellent Schools (VI)*	April 20	3	Bert Simmons

**Will be submitted for approval of School Board Training credit through the Texas Education Agency.*

CATEGORY/TITLE	DATE(S)	HOURS	PRESENTER
Science			
Science for Every Kid	September 22, 29	6	Janice Van Cleave
Spectacular Science Fair Projects	January 19	3	Janice Van Cleave
Teaching the Fun of Science	February 18	3	Janice Van Cleave
School Improvement			
Total Quality Management for Education	September 8	2	Dr. Donna Goehle
Hispanic Connection: Making Learning Work	September 15	1	Dr. Ivan Fitzwater & Dr. Victor Rodriguez
Building Communities that Empower People	September 17	2	Dr. Ervin Harlacher
Impact of the American Disabilitites Act on Schools	September 24	2	Bobbie Beth Scoggins
Site-Based Management and Effective Schools	October 27	3	Dr. Larry Lezotte
Dimensions of School Choice	October 29	2	Dr. Frank Kemerer
Implementing Transformational Outcome-Based Education	November 17, 19	4	Dr. Kit Marshall
Team Building: Toward Excellent Schools	April 20	3	Bert Simmons
Social Studies			
Living History: Persona Creation and Portrayal	October 1	2	Bernard Barcio
Mapping Your Way through the USA	October 13	2	Paul Martin
What Makes Grand Opera So Grand?	November 10	2	Theresa Gordon
Exploring Global Trends in Education	December 15, 17	6	Dr. Donna Goehle
Implementing Multi-Cultural Experiences in the Public School Setting	April 1	2	Patricia Petty
Teaching/Learning Styles/Strategies			
Impact of the American Disabilities Act on Schools	September 24	2	Bobbie Beth Scoggins
Living History: Persona Creation and Portrayal	October 1	2	Bernard Barcio
Matching Reading Approaches to Individual Learning Styles	November 5	3	Dr. Rita Dunn
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ESL Strategies for All Content Areas	March 2, 4, 9	6	Dr. Ellen Riojas-Clark

GEORGIA EDUCATION LEADERSHIP ACADEMY

As a part of the Quality Basic Education Act of 1986, the Georgia Education Leadership Academy was formed under the auspices of the State Department of Education. The Academy is not a single institution but an organizational framework for a variety of educational and training programs for school leaders.

Seminars, symposia, special topic workshops, skill-building programs, and summer institutes are offered in various locations in the state and focus on skill development in the areas of personnel assessment and evaluation leadership development, technology planning and utilization, technical and managing skills, information dissemination and school improvement activities.

Leadership Academy Staff

Janie Smith, Director
Barbara Smith, Associate Director
Don Splinter, Coordinator
Bob Gaines, Coordinator
Joyce Hayes, Principal Secretary
Laurie Nunez, Senior Secretary

GEORGIA EDUCATION LEADERSHIP ACADEMY

Purpose

The purpose of the Georgia Education Leadership Academy shall be to provide opportunities for public school leadership personnel to update and expand their leadership knowledge and skills to improve educational practice in Georgia public schools.

This will be accomplished by providing leadership, consultative services, and technical assistance in support of the mission and goals of the Georgia State Board of Education and the State Superinendent of Schools.

Target Audience

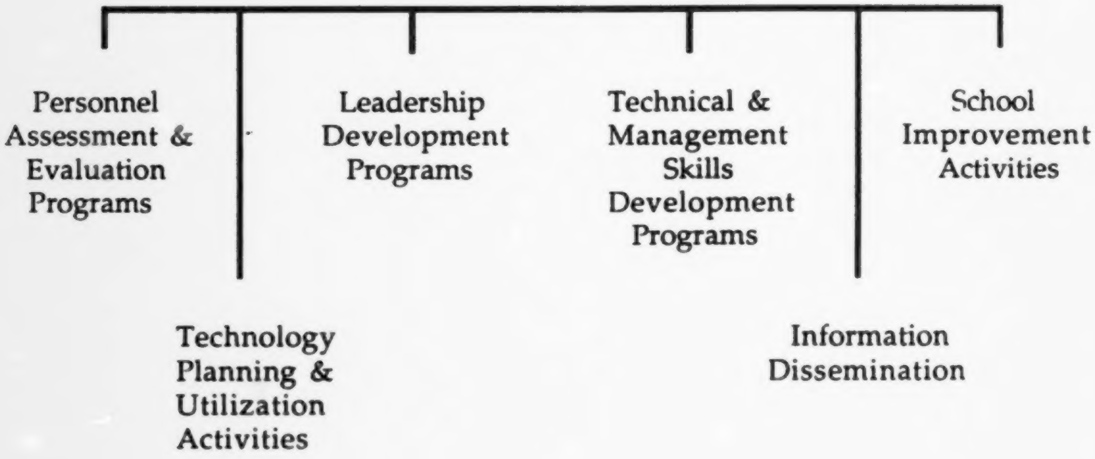
Public school leadership personnel will include individuals serving in a leadership position and those who are members of system and/or building level leadership teams.

Goals

- Work in partnership/collaboration with public and private sector agencies in providing leadership and technical skill development opportunities/activities.
- Expand the continuum of leadership development opportunities for aspiring, new, and experienced leadership personnel.
- Assist in the assessment of needs and resolution of problems related to equitably meeting the needs of building and system level staff and an increasingly diverse student and community population.
- Facilitate school improvement efforts which involve/utilize creative, innovative, and responsible change strategies.
- Provide assistance in technology planning and utilization to enhance leadership practices which will positively impact teaching, learning, and school operations.
- Be responsive to requests for information and resources related to leadership development, school improvement, and other current educational issues.
- Provide information and coordination of evaluator training for QBE mandated statewide evaluation programs.

- Provide professional development opportunities for all Georgia Department of Education personnel.

Services Delivery Model


Personnel Assessment & Evaluation Programs
Leadership Development Programs
Technical & Management Skills Development Programs
School Improvement Activities
Technology Planning & Utilization Activities
Information Dissemination

The following resource material is available on loan to Georgia Education Leaders.

LEADERSHIP ACADEMY RESOURCE CENTER

BOOKS

Code	Author	Title	Year
001	Prager, Dianne K.	Due Process Requirement for Teacher Dismissal in Georgia Number 10	1989
002	Jacobs, Russell Ashley, Gary	Fair Dismissal Law. A Publication of the Georgia School Board Association, Inc.	1987
003	Bunch, Kathleen A. Matthews, Kenneth M.	Georgia Elementary School Vocabulary. Number 8	Summer, 1988
004	Sullivan, Cheryl G.	Georgia Educational Leadership Volume 4, Number 1	Summer, 1988
005	Gober, Cecil Ashley, Gary	Handbook. School Board Members Must Know. A Publication of the Georgia School Boards Association, Inc.	1983
006	Sullivan, Cheryl G. Dobbs, Randy	Grading Your School: An Administrator's Checklist (for Georgia Education Leadership Academy)	Undated
007	Eagleton, Cliff Cogdell, Roy (ed.)	Humanistic Leadership Handbook	1978
008	Radloff, Louise Ashley, Gary	Influencing Educational Policy Georgia School Boards Association	1989
009	O'Neal, Donna H. et al	Improving School Climate University of Georgia	Spring, 1987
010	Merrill, David W. Reid, Roger H.	Personal Style and Effective Performance	1981
011	Brewer, James H.	Power Management	1987
012	National Association of Elementary School Principals	Principals for 21st Century	1990

LEADERSHIP ACADEMY RESOURCE CENTER

BOOKS

Code	Author	Title	Year
013	Buffie, Edward G.	#1 Principal and Leadership	1989
014	Webster, William E.	#2 The New Principal: Learning About Your School and Community	1989
015	Pawlas, George Meyers, Kenneth	#3 The Principal and Communication	1989
016	Luehe, Bill	#4 The Principal and Supervision	1989
017	Meyers, Kenneth Pawlas, George	#5 The Principal and Discipline	1989
018	Office of Educational Research and Improvement, U.S. Department of Education	Principal Selection Guide	June, 1987
019	Heslep, Robert D.	Professional Ethics and The Georgia Public School Administrator	Spring, 1988
020	Discussion Guide	The Principal As Instructional Leader: Reflections on Effectiveness	1984
021	McCall, John R.	The Provident Principal (Revised Edition)	
022	Standley, Sarah J. Popham, James W.	Teacher Evaluation: Six Prescriptions for Success	1988
023	NASSP	Ventures in Good Practice	June, 1989
024	Ringer, Joyce R. (ed.)	The Georgia Practitioner Schools of Excellence Volume 2, No. 1	1988-89
025	Torbert, E.C. (ed.)	The Georgia Practitioner The Compendium of Successful Practices: Ideas At Work	1987-88
026	DePauw, Julie	Keeping Children in School Volume 30, Number 8	April, 1987

LEADERSHIP ACADEMY RESOURCE CENTER

BOOKS

Code	Author	Title	Year
027	Anderson, Mark E.	Inducting Principals Volume 32, Number 2	October 1988
028	Acheson, Keith	The Principal's Role in Instructional Leadership Volume 28, Number 8	April 1985
029	Acheson, Keith A. Smith, Stuart C.	It is Time for Principals to Share the Responsibility for Instructional Leadership With Others Volume 29, Number 6	February 1986
030	Anderson, Mark E.	Hiring Capable Principals: How School Districts Recruit, Groom, and Select The Best Candidates Volume 31, Number 9	May 1988
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School-Focused Staff Development Guide

Werner Rogers • State Superintendent of Schools
Georgia Department of Education • Twin Towers East • Atlanta, Georgia 30334
June 1990

Evidence suggests that school-focused staff development programs are more likely to bring about real school improvement because the individual school is the primary unit of change. Therefore, the Staff Development Unit of the Georgia Department of Education has prepared this School-focused Staff Development Guide to help school systems and schools interested in developing and implementing a school-focused approach as an optional model for delivering staff development programs.

The School-focused Staff Development Guide contains a compilation of recent literature in the field and a compendium of procedures, hints, reminders, and suggestions drawn from the literature and successful practices. We hope this guide will be a handy resource as you begin providing a school-focused program.

Please remember that we offer this method as an alternative. It will be viable for some systems and schools. It will not be appropriate for all staff development efforts, and it may not be the most practical approach for every system or school. You will need to decide how the school-focused approach to staff development will work in your particular situation.

For those who would like additional reading material and background information on school-focused staff development, an extensive bibliography has been included. If we can provide technical assistance or consultation to you on your school-focused staff development efforts, please call the Staff Development Unit.

Werner Rogers
State Superintendent of Schools

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Preface

This school-focused staff development guide is designed primarily for staff development coordinators or central office staff persons responsible for the development, administration and management of staff development programs for all school personnel in the local school districts. The information contained in this guide may also be valuable to members of boards of education, superintendents, school principals, school-based staff developers, consultants and others employed in a school system. It is intended for anyone who wants to learn about school-focused staff development programs and for those willing to try another approach to staff development.

School-focused staff development is presented as one alternative school systems could use to plan and deliver staff development programs. This guide is a compendium of information and procedures drawn from recent literature and successful practices. Included are suggestions, hints and reminders to consider when initiating a school-focused program. For additional study on all aspects of planning, implementing or evaluating school-focused staff development, an extensive bibliography is included in this guide.

This guide is not a handbook for staff development in general. The reader should already be familiar with the basics of an effective staff development program. This guide does, however, focus on applying effective staff development practices at the school level using the school as the locus for planning and implementing school staff development. Those who desire a general guide for organizing and delivering a staff development program should consult resources on page 12 or contact the Georgia staff development unit. Knowledge and skills required for managing and implementing a school-focused staff development program are essentially the same as those necessary for a system-focused approach. This alternative builds upon what is already being done in many school systems. School-focused staff development may not be the best approach for all school systems or the most appropriate approach for all schools within a school system.

Because school-focused staff development is merely an optional delivery system for accomplishing system and school improvement goals, there are no changes in any of the regulations and procedures governing the staff development program. The school-focused staff development approach may be viewed as a framework on which a system or school may launch its own unique programs. Innovative approaches and strategies for school-focused staff development are limited only by the imagination of the members of a school system.

School-focused staff development benefits a school by

- providing opportunities for increased awareness and involvement of school staff in their own professional development,
- enhancing staff creativity,
- providing opportunities for shared participation in determining a vision for the school,
- basing staff development on individual and group needs for achieving the school's vision,
- enhancing opportunities for creating a sense of community in the school,
- maintaining and strengthening staff morale,
- creating an environment that promotes professional respect and acceptance of individual values, views and contributions and
- being accountable for its own actions.

Introduction

Background

Staff development programs have been a part of the education profession for decades. Although different names have been used and periods of trial and error have marked efforts to determine the most effective delivery systems, one constant goal endures: developing planned programs to strengthen the competencies of school personnel to improve education. Currently, school-focused staff development approaches appear to be more effective for providing meaningful professional and personal growth for school staff than most other models of in-service education.

During the past two decades a preponderance of literature has been devoted to school-based staff development approaches for improving schools. The earlier literature reflects the notion of using the term school-based staff development for any staff development activity held at a school or building level regardless of centralized or decentralized planning. More recent thought, however, has reshaped this notion to mean empowering staff at the school level to determine their needs regardless of where staff development programs are delivered.

Schools may be the base for delivering some programs; however, the crux of the matter is not where staff development programs are delivered but the process and focus from which they are planned. In fact, the school staff assess needs identify or design appropriate programs and manage the implementation of improvement activities. Thus the term school-focused staff development is replacing the term school-based staff development. This change in terminology remedies the ambiguity associated with the earlier usage of the term school-based staff development.

This developmental shift in thinking from a centralized to a decentralized viewpoint is consistent with contemporary management theories that promote participatory strategies to strengthen productivity and quality. Research on applying these approaches to the education field verifies that staff development programs are more effective in the long term when conceived and planned by staff at the local school level within a framework of a school's and school system's strategic or long-range plan.

Definition

School-focused staff development is defined as a process through which a school's staff identifies the school's strengths and areas that need strengthening and uses this information as a basis for school improvement. This process is accomplished by school- or building-level planning that is goal-directed, outcome-focused, considerate of staff interests and needs and consistent with the school system's strategic plan.

Characteristics

To help put this definition to work, consider these characteristics of school-focused staff development.

- Planning for school-focused staff development within a school system is consistent with the goals of the school and the strategic plan of the school system.
- School faculty and staff members determine the goals for improvement for their own school.
- Individuals and groups within the school and school system share decision making.
- Certified and noncertified faculty and staff are involved in all components of the process.
- Individual differences are accommodated within school-defined needs.
- Activities may or may not take place at the school site.
- School-focused staff development is a developmental process rather than an event.
- The delivery of staff development programs is based upon known and accepted adult learning theories and styles.
- Career development stages of faculty and staff are considered in designing programs.

These characteristics, abstracted from Howey, Bents and Corrigan (1981) and Wood (1989), show that school-focused staff development empowers school faculty and staff to make shared decisions about staff development efforts. Many of these elements would be characteristics of any successful staff development program.

School-focused Staff Development Program Model

Planning and implementing a school-focused staff development program is a manageable process when thoughtful preparation and planning strategies are used. Figure 1 portrays a model for the first-time effort of a school system planning and implementing a school-focused staff development program. The model is composed of planning and implementation phases divided into major events and arranged in a sequenced format. Each event is discussed in subsequent sections of this guide. The purposes of the planning phase are to obtain appropriate commitments, create a climate that encourages school faculty and staff participation and to provide an infrastructure. After system commitments to the concept have been obtained, an ad hoc planning committee should be selected and charged with identifying roles, responsibilities and necessary training for board of education members; system staff development coordinators; staff developers; principals; teachers; staff; and school staff development committee members. An existing, well-functioning system staff development committee could possibly form this ad hoc committee. Each school system should determine the most appropriate procedures and policies for a school-focused staff development program matching the school system's goals. Schools electing to participate should do so after a decision by the school staff to engage in a school-focused staff development approach.

Once a school system has adequately defined and put into place the concept for a school-focused staff development program, the implementation process at the school level should not be difficult. A major step in implementation is the appointment and training of members of the school staff development committee. This group facilitates the implementation of the necessary framework. Another crucial step is to translate school system goals into school improvement goals and to generate the staff development plan. Particular emphasis must be placed on the process of developing school improvement goals consistent with the school's strategic plan and identified needs and consistent with the school system's goals and strategic plan.

To make sure planning and implementation processes are effective and appropriate, each major event should be continually evaluated. School needs and strategic plans should be continually assessed and appropriate changes made to the school staff development plan. Policies and procedures for implementing school-focused staff development should also be assessed as the program matures.

School-Focused Staff Development Model

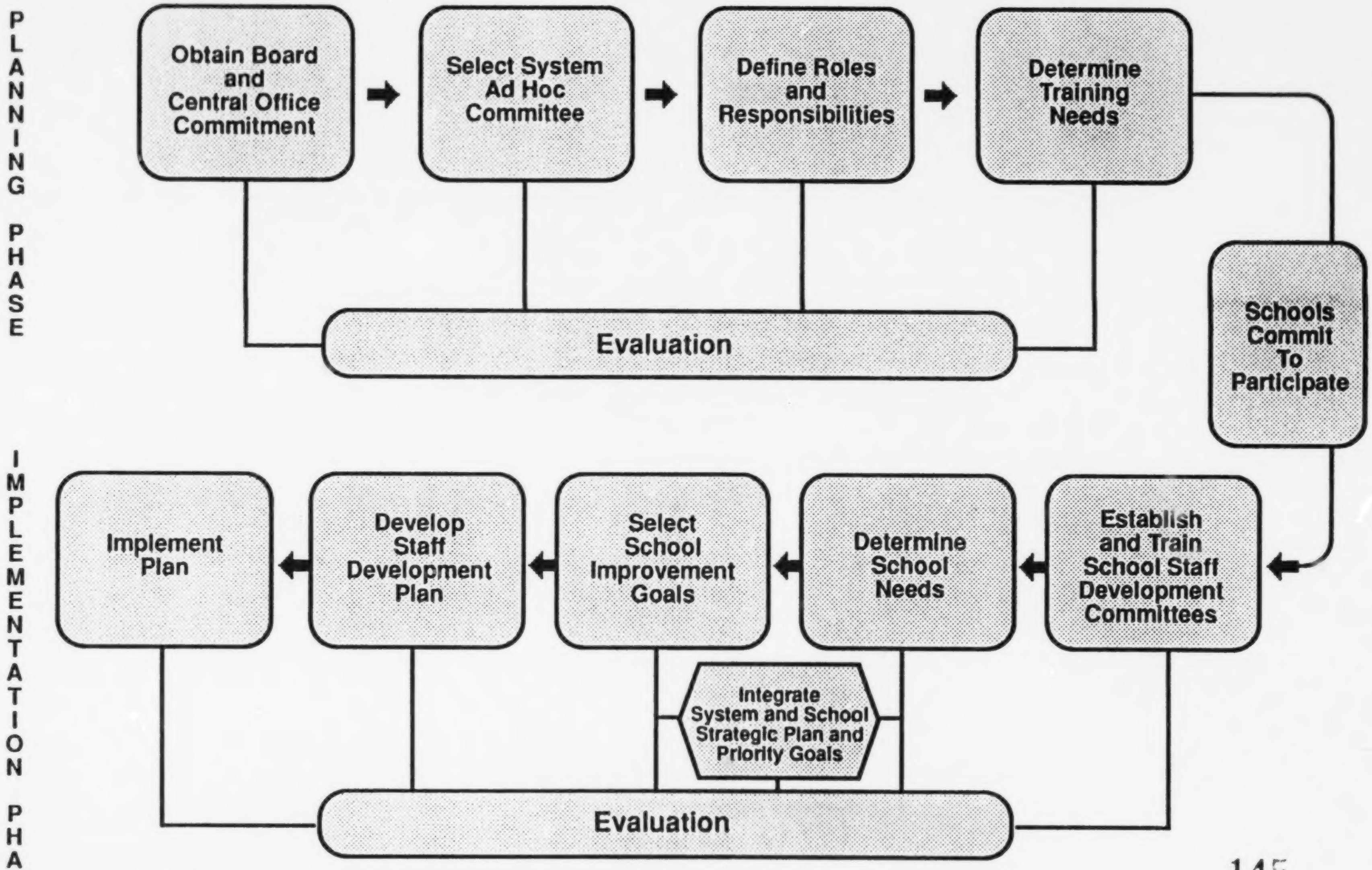
PLANNING PHASE
Obtain Board and Central Office Commitment
Select System Ad Hoc Committee
Define Roles and Responsibilities
Determine Training Needs
Evaluation
Schools Commit To Participate
IMPLEMENTATION PHASE
Establish and Train School Staff Development Committees
Determine School Needs
Select School Improvement Goals
Develop Staff Development Plan
Implement Plan
Integrate System and School Strategic Plan and Priority Goals
Evaluation

Figure 1. School-Focused Staff Development Program Model

Planning

Serious planning for implementing a school-focused staff development program requires a great deal of thought, discussion and commitment. Everyone from the school board to the community should be involved. In addition, a system ad hoc planning committee should be established before implementing the program to plan, define various roles and responsibilities and identify training needs for all those involved. This section discusses and offers suggestions for each of these planning tasks.

Commitments

A school-focused staff development program requires commitment from every level of the organization, including the board of education members, superintendent, central office staff, principal, school faculty and staff. Soliciting support from parents, students and the community helps ensure success. A bond of shared understandings and a common language will sustain a school-focused staff development program. For the program to succeed, commitment must include appropriate financial and human resources. The time and effort required to obtain the desired commitments are critical factors to consider while planning.

Central Office Administrators

Because school-focused staff development means empowering schools to determine their future direction and accomplishments, it may be necessary to redefine the roles of central office administrators in staff development to adjust to a more decentralized delivery system. Central office administrators will continue to coordinate the systemwide staff development program, but will no longer directly manage and supervise the school-focused staff development programs for the individual participating schools. Their role will be to provide resources and encouragement, remove obstacles and respond to specific requests for assistance from individual schools. In this approach, the central office administrators serve more as supporters and facilitators. Their roles also may include the major responsibilities of monitoring and communicating feedback about progress of the program to the school board, to the community and to the Georgia Department of Education.

In the very early stages of planning for school-focused staff development, the system level staff development coordinator and other central office administrators may need to take a direct leadership role to get the school-focused programs started; that is, it may be necessary to have system-initiated but school-focused programs. In these cases, the system-level administrators would gradually relinquish their direct management role as the school staff development committee and other key school personnel become more experienced in implementing and leading the staff development efforts. The staff development committees will eventually become well-functioning organizational entities in a school-focused staff development process.

System Ad Hoc Planning Committee

Once the system and school(s) have made a commitment to implement school-focused staff development, it will be helpful to organize a system ad hoc planning committee. (An ad hoc planning committee may not be necessary if there is a functioning systemwide staff development committee.)

The purpose of this group is to develop the initial plan for moving the school system forward to a decentralized approach for delivering staff development. Therefore, the ad hoc planning committee should know

- the background, definition and characteristics of school-focused staff development,
- the roles and responsibilities of school personnel within a school-focused staff development program,
- techniques for empowering others,
- change process,
- adult learning theory,
- shared decision-making skills,
- effective communication skills,
- team building and collaboration skills,

- facilitation techniques and
- successful staff development delivery systems and programs.

Aligned with the system's strategic plan, the work of the ad hoc planning committee should include

- formulating for the system a school-focused staff development framework which provides for shared decision making among constituents,
- establishing guidelines, procedures and processes for operationalizing a school-focused staff development program,
- recommending criteria and guidelines for the selection of the staff development committees at the schools,
- defining initial roles and responsibilities of the staff development committee and other key participants,
- exploring and recommending incentives for members of the school staff development committees,
- addressing systemwide issues related to school-focused staff development programs,
- developing procedures for implementing the change process among system personnel (The change process is crucial and a comprehensive plan outlining strategies may be necessary.) and
- Identifying initial training needs of school personnel.

Roles and Responsibilities

The role of a staff development program is to facilitate the successful achievement of improvement goals of schools and school systems. School-focused staff development programs have great potential for implementing and institutionalizing the innovations that lead to school improvement. However, it is not always easy to implement school-focused staff development programs, since it can be difficult to change the professional practices within a school or school system. Changing from a centralized to a decentralized staff development program that promotes shared decision making and shared management of the program can be difficult. For this reason it is important to pay attention to change process concepts and strategies.

As a school system begins to implement school-focused staff development, the board of education, central office administrators, staff developers, principals, teachers and staff have certain distinct and important responsibilities, including the following.

Board of Education Responsibilities

- Establish and revise current policy to promote and support school-focused staff development programs and practices in each of the schools within the school system
- Identify priority staff development goals that focus on the major educational problems affecting school staff and students in the school system
- Monitor progress toward the school system's goals
- Budget appropriate resources to support the achievement of staff development goals at each individual school

System Staff Development Coordinators' Responsibilities

- Translate board policy and priority goals into the school system's strategic plan and implementation processes
- Provide overall management and administrative services for the system's staff development program
- Develop guidelines to help schools select their priority goals
- Manage school system resources to support school-focused staff development plans
- Develop regulations and procedures
- Assume the role of a resource person, consultant and/or facilitator
- Review and approve staff development plans for each school
- Monitor programs for each school to ensure compliance with applicable rules, regulations and system priorities
- Design and coordinate evaluation of the school-focused staff development program for the school system

Staff Developers' Responsibilities

(Staff Developers may be members of central office or school staff who assist system staff development coordinators.)

- Work directly with the school staff as an instructor, teacher, coach, advisor or mentor
- Help identify and/or design learning experiences based on school needs and develop methods and materials
- Promote continuous communication among various groups and individuals within the school and school system
- Explain and provide choices from which school staff can make decisions about staff development
- Model collaboration
- Help evaluate the school-focused staff development program for the school system

Principals' Responsibilities

- Involve school staff, community representatives, parents and students in determining goals and program alternatives
- Provide key leadership in school-focused staff development
- With faculty and staff, create a clear vision and mission for the school
- Establish norms of collegiality and experimentation within the school
- Encourage faculty and staff involvement on the staff development committee and in staff development activities
- Empower school leadership to design, implement, and evaluate the school-focused staff development program in collaboration with school staff
- Oversee expenditure of school staff development funds
- Model collaboration and team building
- Provide release time, child care and other incentives for school staff to plan and work through the change process
- Serve on the school staff development committee
- Act as the head learner at the school
- Provide comfortable, adequate arrangements for staff development activities

Teacher and Staff Responsibilities

- Work collaboratively with the principal, the staff development committee and others to select the school's priority improvement goals
- Help identify, design and implement staff development programs to achieve staff development goals
- Support the staff development effort through participation in the design, development and monitoring of the program
- Conduct in-service programs for peers
- Help collect and interpret evaluative data related to improvement goals
- Participate in the selection of school staff development committee members

School Staff Development Committee Responsibilities

(Everyone must have the opportunity to serve on the staff development committee, although the actual membership of the committee should be limited to a workable number. This involvement of everyone can be accomplished by developing a process that allows faculty and staff to help identify committee membership. The planning team should work with the entire faculty and staff group to make decisions.)

- Develop and submit a staff development plan to the system staff development coordinator
- Represent the school faculty and staff and serve as an advocate of the program
- Facilitate the development of a shared vision, beliefs and priority goals for the school
- Work collaboratively with the principal and other school staff to plan, implement and evaluate school improvement efforts
- Gather and share information with school staff and community, mediate conflicts and promote commitment and ownership of school improvement efforts
- Propose staff development delivery systems and strategies for accomplishing school goals
- Serve as "flag wavers" and "cheerleaders" for the school-focused staff development program

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- Act as change facilitators
- Make informed decisions about training needs
- Evaluate the staff development program at the school

Training

The move to school-focused staff development will require special awareness and training programs for boards of education, system staff development coordinators, staff developers, principals, teachers and staff to meet the challenges necessary to change to a more decentralized delivery system. Such training may be provided in a variety of ways. For example, this guide could serve as one resource; the bibliography that is included should be especially helpful. Outside consultants or colleagues who have had experience with a school-focused staff development model could also contribute. A training plan based on the unique needs of the school system and school should be developed.

Initial training should familiarize participants with the school-focused staff development model. This training could include small group discussions or large group meetings and should be conducted very early in the process. If large meetings are held, small group activities should be conducted as a follow-up. More extensive training must be provided to principals, members of the staff development committees and any other key leaders on their roles, responsibilities and other important implementation issues.

Adult Learning

When developing training plans and activities, whether for school-focused staff development approach or any other staff development effort, planners must consider adult learning theories, principles and strategies. The past experiences of adults create a base for learning new ideas. In addition, learning is important to adults, who often come to training by choice and are usually internally motivated. School-focused staff development programs must allow flexibility, full participation and empowerment of adults.

Considerations for adult learners include the following.

- Opportunities for adults to identify their own need areas
- Provision of resources to address the needs
- Time to implement and integrate the new learning
- Opportunities to evaluate the value of the learning
- Opportunities to promote and share ideas with their peers
- Opportunities to participate in their own learning
- Opportunities to discuss their knowledge and life experiences related to the training topic
- Self-directed activities
- Problem-centered activities that
  - solve a problem
  - address a concern
  - provide practical information
  - provide current information
  - apply directly to everyday experiences
- Comfortable learning environment
- Developmentally appropriate activities that
  - meet individual needs
  - use various learning approaches

Career Stages

Adult growth and career stages have many implications for school-focused staff development programs. Traditional activities designed to improve skills are appropriate during the induction, competency-building and growing stages, but it is often necessary to go beyond these levels of skill development. Planners must consider the personal and organizational influences that may impact an employee's performance. School-focused staff development programs must address all employees through a comprehensive approach that will meet the needs of both new and veteran faculty and staff who are at different growth and career stages.

Staff development, regardless of the delivery system used, should employ an individualized support system with employees moving in and out of various career stages in response to personal, organizational and environmental influences. Teacher career stages, which may be expanded to include all

Career Stages

Career Stage	Notes of Explanation
Preservice	• Period of preparation for a specific professional role • Initial preparation in a college or university • Retraining for a new assignment through college or staff development courses
Induction	• First few years of employment • Socialization into the system • New assignments
Competency Building	• Strive to improve skills and abilities • Seek out new materials, methods, strategies and ideas • Willingly participate in staff development training, college courses and conferences
Enthusiastic and Growing	• Reach a high level of competence in their jobs • Continue to progress as professionals • Great resources for identifying supportive staff development activities for their schools • Excellent members of the school or system staff development committees or leadership teams
Career Frustration	• Frustrated or disillusioned with jobs • May suffer from burn-out • Midpoint of career
Stable/ Stagnant	• Do only that which is required, but little more • May perform at an acceptable level, but not committed to excellence or growth in the profession • Little motivation to participate in staff development opportunities
Career Wind-Down	• Preparing to leave the profession • Experience a pleasant or unpleasant period depending on the type of experiences encountered in the profession
Career Exit	• Period after the teacher leaves the job • Period of unemployment after job termination • May temporarily leave the career (such as maternity) • Explore alternative career opportunities • May move to nonteaching position in education

Staff developers should be particularly interested in creating and maintaining "competency building" and "enthusiastic and growing" stages. A major challenge would be to provide incentives and redirection to individuals with symptoms that denote "career frustration" and "stagnation."

Figure 2. Abstracted from *Teacher Career Stages: Implications for Staff Development*, Burke, Christensen and Fessler, 1984

employees in an education system, are illustrated in Figure 2. (Not all teachers experience all career stages illustrated in Figure 2; teachers may not experience these career stages in this order.) Knowledge of these career stages will be helpful in planning and providing positive staff development experiences. School-focused staff development programs and activities may provide a source of renewal for school staff and may prevent or minimize career frustration and stagnation. Also, they may contribute to rewarding induction experiences, enhance competency building and provide incentives to maintain the enthusiastic and growing stage.

Training for Implementation

As with any effective staff development program, research-based training should be conducted before the implementation of a school-focused staff development program. Following are examples of initial training topics that should be considered.

Board of Education

- School-focused staff development background, definition and characteristics
- Successful staff development delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Expected resources and policy issues
- Strategic planning

System Staff Development Coordinators

- School-focused staff development background, definition and characteristics
- Successful delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Facilitation techniques
- Needs assessment strategies
- Team building and collaboration skills
- Effective communication skills
- Shared decision-making skills
- Techniques for empowering others
- Change process
- Adult learning theory
- Strategic planning
- Evaluation strategies

Staff Developers

- School-focused staff development background, definition and characteristics
- Successful delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Instructional design incorporating adult learning theories and the change process
- Effective communication and presentation skills
- Team building and collaboration skills
- Evaluative strategies
- Adult learning theory
- Strategic planning

Principals

- School-focused staff development background, definition and characteristics
- Successful delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Shared decision making
- Techniques for empowering others
- Change process
- Team building and collaboration skills
- Facilitation techniques
- Effective communication and presentation techniques
- Creative techniques for resource acquisition and allocation
- Evaluation strategies
- Adult learning theory
- Strategic planning

Teachers and Staff

- School-focused staff development background, definition and characteristics
- Roles and responsibilities of school personnel within a school-focused staff development program
- Successful delivery systems and practices
- Team building and collaboration skills
- Shared decision making
- Change process
- Peer training and assistance roles
- Adult learning theory
- Strategic planning

School Staff Development Committee

- School-focused staff development background, definition and characteristics
- Successful delivery systems and practices
- Roles and responsibilities of school personnel within a school-focused staff development program
- Team building and collaborating skills
- Problem and decision-making analysis skills
- Communication and presentation skills
- Change process
- Techniques for empowering others
- Facilitation skills
- Mediation skills
- Shared decision making
- Needs assessment skills
- Data analysis and presentation skills
- Evaluation strategies
- Adult learning theory
- Strategic planning

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Implementation

Implementing school-focused staff development often necessitates changes in staff behaviors because school personnel share the responsibility for the success or failure of the program. The success of such a program hinges on a well-developed and followed implementation plan that is flexible to allow changes in the process. Following are four major steps that schools should consider when adopting a school-focused staff development delivery system.

1. Organize a School Staff Development Committee

Form a planning committee that includes the principal. The planning committee should be selected through a mutually agreed upon process by school-level personnel. Each school should develop criteria for selecting committee members unique to its staff development needs and reflecting the diversity that exists among the faculty and staff (teaching, administration, service and noncertified). Membership criteria might include the following.

- Leadership
- Desire to particpate
- Commitment
- Energy
- Task-oriented skills
- People-oriented skills
- Communication skills
- Teaching skills
- Content knowledge
- Training experience

2. Conduct Needs Assessment

The move towards school-focused staff development increases the necessity of having a well-understood procedure for conducting a needs assessment. A comprehensive school-focused needs assessment must fit the particular needs of a school and give appropriate consideration to the school and school system's strategic plans and any identified priority goals. The results of the needs assessment should yield school improvement goals which reflect the school staff, community and system's visions of what the school could become. The discrepancy between the vision and the current status of the school yields these improvement goals. Short-range goals should represent those viewed by the school staff as the school's most critical, immediate needs, while long-range goals (two or more years into the future) represent the staff's vision for the school.

Needs assessment data for staff development should represent the views of the school system, administrators, teachers, staff, students, parents, and community. Examples of data sources would include questionnaires, interviews, test data, school evaluations, audits and/or reviews, school/system accreditation studies and community surveys.

3. Design Staff Development Plan

The school-focused staff development planning team should translate the identified needs into an appropriate school-focused staff development plan. Staff development plans should be reviewed by the system staff development coordinator responsible for ensuring that the school system's staff development program complies with applicable rules, regulations and system priority goals. Central office administrators may help planning teams locate and coordinate resources, consultants and programs. The plan should include the following.

- Goals
- Activities for each goal
- Personnel responsible
- Timeline
- Evaluation strategies
- Cost

The school-focused staff development plan should revolve around "SMART" goals (Zigarmi, 1989).

- **Specific** — Goals should be clear, precise and stated in performance terms.
- **Measurable** — Goals should establish dimensions by which results will be evaluated.

- **Attainable** — Goals should be reachable.
- **Relevant** — Goals should be applicable to priorities and the improvement plan.
- **Trackable** — Goals should be monitored and accessed periodically.

Activities should be appropriate and match the learning styles and needs of the participants. These activities may include such strategies as courses, seminars, conferences, field trips, individual studies and group projects.

Appendices A and B include sample formats that may be used as guides to create a plan which meets your school system's particular needs. In addition, your school system may have the following dated but useful resources.

- *Planning Education Improvement*, Georgia Research and Development Utilization Project, 1978, is a package of materials and useful information for planning and implementing improvement projects.
- *Staff Development: A Set of Procedural Guidelines*, Georgia Professional Standards Commission, 1986, presents guidelines on how to develop and conduct staff development programs at the district and school levels.

4. Implement Staff Development Program

Implementation of the staff development plan must be continually assessed and strengthened whenever evaluation evidence suggests modification is needed. While school-focused staff development can be delivered at the school site, it does not have to be. Activities can be offered outside the school or district and may take any appropriate form. Staff development is school-focused when participants address a school-generated goal. The training site is less important than the process used to initiate the goal.

As with any effective staff development program, the training design should include elements widely recognized as leading to behavior changes in the classroom. Theory, modeling/ demonstration, practice, feedback and coaching are essential components of training if new learning and skills are to transfer to the classroom. These elements are briefly defined below. A further description of the training components may be found in Appendix C.

- **Theory** — Explanation and rationale for the innovation
- **Modeling/Demonstration** — Enactment of the performance strategy or skill
- **Practice** — Opportunity for initial experience with the new strategy or skill
- **Feedback** — Opportunity to reflect on implementation of new strategy or skill
- **Coaching** — Provision of support, technical assistance and commitment to the participant to ensure the transfer of the new strategy or skill to the workplace

When these training components are used in combination, the levels of impact are considerable (Joyce and Showers, 1982, 1983). The skill acquisition level of impact is best reached when demopnstration is combined with discussions of the theory and followed by practice with structured feedback. If consistent feedback combined with classroom practice is provided, skill transfer most probably will occur. However, direct coaching on how to apply the new skills is necessary for mastery of new skills. Coaching can be provided by anyone thoroughly familiar with the new approaches. Coaching provides encouragement, technical feedback, analysis of application and adoption of skills.

Evaluation

Rationale

Program evaluation is a comprehensive process for providing objective and rational information to help decision makers make informed judgments. A set of standards and objectives form the foundation for designing a comprehensive evaluation system. Evaluating the planning, processes and results is a crucial component of any staff development delivery system. Planning and evaluating programs should be viewed as a system and not as a series of separate steps. Evaluation procedures and strategies for school-focused staff development programs follow the same accepted methodology, procedures and intensity employed for any formal evaluation endeavor.

There are many compelling reasons for making the evaluation process an integral part of all staff development efforts. As an example, evaluation is necessary to

- determine if the program or activity did what it was intended to do,
- determine what actually happened and what changes and unanticipated outcomes occurred,
- diagnose weaknesses in order to strengthen the program or activity,
- make informed judgments and decisions for future actions or programs,
- ensure accountability for funding sources,
- provide an intelligent response to a controversy and
- provide feedback to staff, administration and other interested parties.

Evaluation Model

A suggested program evaluation model is illustrated in Figure 3. Following is a description of the evaluation components of the model.

Input or Preformative

Employed when a program is initially being planned. Determines the quality and validity of the needs assessment and assesses strategies and alternatives selected to achieve the chosen goals and objectives.

Process or Formative

Assesses whether the program is being implemented as originally planned and detects any imperfections in procedural design.

Product or Summative

Determines the degree to which the intended goals and objectives have been met. Assesses the effectiveness of the completed program.

Using the Evaluation Model

The evaluation components presented in Figure 3 define the major categories to be considered when planning for evaluation. The evaluation activities and associated questions provide direction for designing procedures to provide information necessary to make sound evaluation judgments. This model should be considered as a system of interrelated interactions. It is difficult to interpret properly the results of a program without a knowledge of the processes that may have led to the results. In addition, the end results of a program should be interpreted in terms of the planning processes.

The evaluation model shows the major decision points that should be considered. Each decision is made by using a preplanned procedure for objectively collecting and analyzing data and other information. This preplan is usually in written form and is called an evaluation plan.

Evaluation Plan

The evaluation plan is developed to provide some assurance that the evaluation is well organized and that appropriate information is obtained for the decision-making process. The plan should clearly establish when, what and from whom data will be gathered. A sample format to use in writing an evaluation plan is presented in Appendix D. An evaluation plan should follow these steps.

1. Develop a formal purpose statement for the evaluation. Consider who will receive the evaluation and what kinds of evaluation questions need answers.

2. Develop key evaluation questions that focus on input, process and product measures. See Appendix E for examples.
3. Select evaluation activities and processes to gather information.
4. Identify people and their responsibilities for carrying out the evaluation.
5. Identify target dates.
6. Prepare a written evaluation plan.
7. Implement and follow the evaluation plan.

Sequences of Evaluation Processes

Once the evaluation plan is completed and approved by the appropriate individuals, the evaluation process may begin. The evaluation process should be carried out in a systematic manner. Harris (1989) suggested the following sequence of steps for carrying out input, process and product evaluation activities.

1. Select, define and specify evaluation criteria or specific measurable events.
2. Select, design or adapt instruments and procedures for measuring events related to evaluation criteria.
3. Gather and record data, using appropriate instruments and procedures.
4. Analyze data in ways that reduce and arrange data in relation to evaluation criteria.
5. Interpret results (findings) by comparing and contrasting them against criteria.
6. Value findings by relating them to values and expectations of the individuals or institutions being served.
7. Decide on one or more actions that should logically follow.
8. Act on the decisions so as to increase learning opportunities for students.

Evaluation Model For School-Focused Staff Development

Evaluative Components	Evaluation Activity	Evaluative Questions	Decision Points
Input or Preformative	Needs assessment Program planning	Where are you? What are your needs? Where are you going? How will you get there? What program will meet your needs?	Selecting goals Selecting programs
Process or Formative	Implementation evaluation Progress evaluation	What is being done? What is resulting? How are you doing in getting there?	Modify/ continue program
Product or Summative	Outcome evaluation	What are the end results? Have the goals been accomplished? Have you arrived?	Continue/ discontinue program

Figure 3.

Change Process

The change process is one of the most important factors to consider when planning and implementing a new approach or innovation. Everyone involved in the planning and implementation phases should be aware of the effects of change on people. Those whose lives will be affected by the change will be less resistent and less fearful if they understand the change process. The school system should plan, therefore, to be sure that the leadership of every participating school is trained in the beginning, as a very early step in preparing for school-focused staff developement. This will orient everyone in the school to the issues of change. Great resistance in a school staff indicates that the school is not ready to accept such change. In such a case, more in-depth work is needed before the staff will accept a school-focused staff development program.

Change occurs for several reasons. It may be imposed on us by natural events or deliberate reform, or we voluntarily participate in or initiate change when we find dissatisfaction or inconsistency in a current situation (Fullan, 1982). In anticipating the change, it is important to be aware of the major obstacles, to plan strategies to reduce them and to create an environment for accepting and supporting change. If school improvement efforts are to succeed, all school personnel must fully participate in the change process. When planning staff development programs, remember that school personnel want to have input in choosing and running programs. There should be less theory and more practice and active participation in group and individualized training programs that address everyday on-the-job needs.

There is general agreement that staff development experiences are the cornerstone of school improvement and that effective staff development programs have the potential to bring about significant changes. Evidence suggests that because the school is the primary unit of change, school-focused staff development is likely to bring about real school improvement. It must be understood, however, that change is a process that requires planning and ongoing support over an extended period.

Barriers

Barriers to introducing change should be carefully considered during the early planning sessions for adopting, implementing and institutionalizing innovations. By anticipating these obstacles early, it is possible to plan approaches to systematically reduce the barriers that may accompany change. Barriers that may present a challenge to the change process include endangerment of an individual's sense of security, fear that change will diminish standards of performance, an illogical view of the innovation and changes contrary to what the majority of those affected think is good or necessary. Other barriers include poorly conceived innovations, rigid expectations, poorly planned staff development programs, inadequate process for dealing with change, teacher isolation and failure to address the needs of adult learners (Valencia and Killion, 1988).

Acceptance

Just as there are a number of obstacles to change, there are a number of conditions that promote the acceptance of change. Among these are shared organizational goals and priorities, adequate human and financial resources, and a logical and soundly conceived innovation. Other conditions promoting change are well-planned staff development programs for adopting and implementing innovation in small increments, positive reinforcement during the change process, increased staff collaboration and shared decision making. Staff involvement in the design, development and delivery of staff development programs is crucial for the acceptance and implementation of the programs.

Collegiality and experimentation within the school are also important in a school-focused staff development program. In schools where they are the norm, faculty and staff feel less threatened about risking new behaviors and are more likely to participate in candid discussions with each other about their successes and failures. The school climate should allow staff members to learn together and to support one another through the change process (National Staff Development Council, 1990).

Concerns-Based Adoption Model

Devising strategies to minimize barriers and to promote conditions that lead to acceptance of change has practical implications for staff development programs. Staff developers involved in a school-focused program must be mindful of the concerns of teachers and staff who are involved in the change process. A model that has been used to successfully accomplish this task is the Concerns-Based Adoption Model (CBAM). This research-based model provides a framework for dealing with changes an individual undergoes when involved in new situations (Hall, Wallace and Dossett, 1973). CBAM identifies three stages of concern through which individuals move.

- Concerns about awareness of the innovation, gaining information and its effect on self
- Concerns about the management of the innovation
- Concerns about the consequences, interest in collaboration with others involved in the innovation, interest in refocusing or integrating the ideas with own creativity

These stages of concern provide a point of departure for anticipating and developing responsible approaches as concerns arise. During the early stages of an innovation, it is useful to spend staff development time helping those who are affected understand the innovation, the necessity for the change and how it will affect them. For those beginning to use the innovation, it is valuable to address management concerns, such as organization, time, materials and other resources. If the individuals are experienced with the innovation, opportunities should be provided for sharing implementation strategies with others and discussing how certain modifications have proven successful. The following statements summarize assumptions related to the Concerns-Based Adoption Model.

- Change is a process, not an event.
- Change is accomplished by individuals. (Individuals must be the focus of attention.)
- Change is a highly personal experience. (Individuals are different and behave differently.)
- Change involves developmental growth.
- Change is best understood in operational terms. (How will the change affect current behavior?)
- The focus of facilitation should be on individuals, innovations and the context. (Only people can make change by altering their behavior.)

The CBAM model is client-centered. It is helpful to identify the special needs of individuals which will enable the change facilitator to provide the appropriate assistance in minimizing innovation-related frustrations (Hord, Rutherford, Huling-Austin and Hall, 1987). Persons managing the change process should do the following.

- **Explain why**
  Provide all the facts, explain the risks and how risks may be anticipated and minimized.
- **Present benefits**
  Discuss objectively the benefits and how all participants may profit. Be sensitive to concerns of personnel.
- **Seek questions and communicate**
  Answer all questions candidly to keep rumors from occurring.
- **Seek participation**
  Seek suggestions and input continuously from those affected.
- **Avoid surprise**
  Give people time to think in order to obtain more positive responses and keep emotions lower.
- **Set standards**
  Deal with questions such as: When will implementation occur? What are the expectations? Are there rewards for success and penalties for failure?
- **Communicate with leaders**
  Communicate continuously what is going on with formal and informal leaders.
- **Praise**
  Provide positive reinforcement to help reduce anxiety.

Funding

Schools need funds, controlled at the school level, to support their own improvement efforts. Systems may allocate an amount to each school based on its number of certified staff members, its number of pupils or some other appropriate formula. Schools with special needs may receive additional funds. Allowing direct management of some or all of a school's budget is a powerful way to create ownership and commitment of a school's staff and leadership. The specific line-item allocation of these funds, therefore, should be decided by each school's staff development committee in response to the goals and action plans developed by the school. A portion of school staff development funds may also be set aside to support staff members' individual improvement goals. In that case, granting such funds is usually the responsibility of a school committee that follows procedures established at the district level to provide equity throughout the system.

In systems with decentralized budgeting, schools can also allocate funds for staff development that support improvements in specific program areas. The principal oversees expenditure of school staff development funds, subject to review by a central office administrator.

Success Formula

If the ideas presented in this guide are followed, the result will be opportunities for an exciting and successful school-focused staff development program. Many of the suggestions made in this guide may already be in place. Many could be initiated through existing mechanisms, using available resources. We urge you to explore the school-focused staff development delivery model as an important approach to providing staff development activities for school improvement.

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Appendix A

Clarke County
Staff Development Plan

Clarke County School District
School-Based Staff Development

School-based staff development has been a formal part of professional growth in the Clarke County School District for the past five years. During that time, school-based staff development has evolved from competitive proposals to equitable plans. Moreover, school-based staff development has grown from isolated activities to integrated, multi-year projects. Most schools no longer view staff development as something extra; rather, they see staff development as an integral component of the total educational program.

Planning for school-based staff development begins in January or February with a needs assessment. For the past two years Clarke County has used a modified version of the Ben Harris open-ended needs assessment model, developed at the University of Texas. Certificated personnel throughout the district are asked to identify their top three priorities for staff development at the district, school, and individual levels. School priorities are summarized and returned to each school for further analysis. Using this needs assessment as a starting point, school staff development planners compare the priorities to those which have emerged in achievement, testing, self studies, and other data sources.

When the State Department of Education releases staff development funding allotments and staff development rules and regulations for the upcoming fiscal year, schools are asked to begin their planning officially. Half of the monies allowed for regular staff development programs go to the schools; each building receives a share of that amount based on the number of certificated personnel assigned for the upcoming year. Along with the budget information, schools receive a calendar of staff development deadlines, usually ranging from the first week in April to the last week in May. Schools are also given forms for outlining their staff development plans. The forms require dates, needs areas, objectives, activities, number of participants, evaluation methods, consultants, and costs. If an activity is to result in staff development units, an application must be prepared. Both the overall plans and the SDU applications must be submittted to the district staff development committee.

As the schools develop their staff development plans, several kinds of assistance are available. The staff development director sets up planning assistance days for building-level personnel. On those days help may range from brainstorming to precise technical details. Also, the staff development director accesses resources – books, videos, program descriptions, consultants – to schools. District directors and curriculum coordinators work one-on-one with the schools as necessary to design specific activities. Several of the schools have created staff development plans which include funding, materials, and consultants from such sources as the national Endowment for the Humanities. Additionally, RESA generalists link schools to programs and people available beyond the system.

School-based plans may connect with Professional Development Stipends. If a school activity results in staff development units, faculty members are eligible to apply for PDS funds. Over the past three years, several faculties have designed courses which addressed school-specific problems and which allowed for earning both credit and stipends.

When the school plans are completed and approved, they become part of the District Comprehensive Staff Development Plan. Copies of the total plan are disseminated through staff development committee members in order for schools to be aware of what others are doing. Some schools have joined together for activities and thus stretched their staff development dollars.

As schools become more and more proficient in staff development planning and implementation, staff development changes from being "something we do" to being "the way we do things." As the staff development process evolves, teachers are being tapped more and more as the source for designers and instructors. Ultimately, students are the beneficiaries when staff development is owned by the persons who impact directly on classrooms.

Calendar For Preparation of FY91 Clarke County School District Comprehensive Staff Development Plan

April 5	Staff Development Information to Leadership Team
April 11	Instructional Meeting - Staff Development Planning
April 12	Professional Development Stipend Information and Applications to District Certified Personnel
April 23	Staff Development Planning Assistance Day (call for an appointment.)
April 25	Staff Development Committee Meeting - Preparation for Consideration of Plans and Course Proposals
April 30	Staff Development Planning Assistance Day (call for an appointment.)
May 9	Deadline for Staff Development Plans and Course Proposals
May 11	Submit Stipend Applications to Principals/Supervisors
May 14	Principals/Supervisors Send Stipend Applications to Staff Development Office
May TBA	Staff Development Committee Meeting - Consideration of Plans and Course Proposals
May 30	Submit FY91 CCSD Comprehensive Staff Development Plan to State Department of Education

Clarke County School District
1990-91 Staff Development Plan

School or Department: ______________________ Prepared by: ____________

Date	Need Area(s)	Objective	Activity	Participants	Evaluation	Person/Agency Responsible	Cost

Appendix B

Richmond County School-Based Staff Development Plan

Richmond County Staff Development Department School-Based Staff Development Programs

"Schools become outstanding when school improvement is prominent among their features."

I. Position Statement

The most effective staff development is school based. Research indicates that the school, not the teacher, is the unit for change. Centering on individual needs, in absence of an institutional focus, is fragmented effort that has little effect on change.

II. The Goal

The goals of school-based staff development programs should be

- to improve the achievement of students
- to organize the school in such a way that teachers regularly engage in
  - the study of curriculum content
  - the process of teaching
  - the development of school climates that foster learning

III. The Scope

A school staff development plan should include *all* training expectations, including those identified by the school leadership team *and* those specified by system departments.

IV. The Requirement

To meet the above stated goals, school staff development programs should be based on what is known about effective staff development practices, which includes training for a change in behavior (transfer).

V. The Procedure

For funding of school-based programs, the Instructional Council is to:

1. Develop a proposal that focuses on one or a combination of the following:
   a. development of teaching strategies
   b. study of curricular content, such as
      - mathematics manipulatives
      - science manipulatives
   c. development of a school climate that fosters learning
2. Specify in the plan the specific training objectives. The content of the program and how the participants will be trained (the process) is to be clearly defined.
3. Include in the plan *all* school-based staff development activities for the year, including those that do not require funding such as those sponsored by system departments. This will give those who evaluate the plan, a look at the total program.
4. Complete a budget. It is to be used for requesting funds that are needed to carry out the plan.
5. Send the Plan and Budget to Director of Staff Development before **June 1**.

VI. Caution

A school staff development plan would not be a plan to travel. In the past, a majority of the plans submitted for funding have been exclusively for conference attendees.

Richmond County School System
Department of Staff Development

Staff Development Plans

Plan and Budget due June 1

School/Department: ______________________ **Date:** __________

School's MOT Status

1989-1990:

_______ Currently a Phase I, II, III school
_______ Currently has team being trained and team will continue

1990-1991:

_______ Option A, begin Summer 1990
_______ Option B, on-site year long training
_______ Option C, on-site first or second year semester training
_______ Option D, team will enroll in semester course at SDC
_______ No involvement

Objective #1: ______________________

Timeline: ______________________

Trainer: ______________________

Approximate cost, if any: ______________________

If credit is an option:
_____ # of contact hours
_____ # hours of independent work

Process (how)	Content (what)

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Objective #2: ____________________

Timeline: ____________________

Trainer: ____________________

Approximate cost, if any: ____________________

If credit is an option:

_____ # of contact hours

_____ # hours of independent work

Process (how)	Content (what)

Objective #3: ____________________

Timeline: ____________________

Trainer: ____________________

Approximate cost, if any: ____________________

If credit is an option:

_____ # of contact hours

_____ # hours of independent work

Process (how)	Content (what)

Objective #4: ____________________

Timeline: ____________________

Trainer: ____________________

Approximate cost, if any: ____________________

If credit is an option:

_____ # of contact hours

_____ # hours of independent work

Process (how)	Content (what)

Budget

School/Department: ____________________ Date ____________

- No funds will be approved for an activity that is not part of the plan.
- Each budget item must be matched to an objective on the plan.
- No expenditure will be processed for payment that is not itemized on this budget sheet.
- All requisitions to pay for services and to order materials must be sent to the Staff Development Office.
- The Staff Development Office will assign an account number to each requisition that must be signed by the Staff Development Director.

I. Purchased Services

Name of Trainer	Agency	Approx. Date	Total # of Contact (training) Hrs.	Approx. Cost	Objective #

Subtotal: ____________

II. Release Time

# of Teachers	Purpose (be specific)	Half or Full Day	Week of	Approx. Cost	Objective #

Subtotal: ____________

III. Training Materials (No equipment. Materials NOT for student use.)

Name of Item	Type of Item	Vendor	# of Items	Approx. Cost	Objective #

Subtotal: ____________

IV. Travel (For training purposes that are matched to objectives) **See Attachment**

Projected Expenses

Name of Staff Member	Purpose of Travel	Destination	Approx. Date	Mileage	Lodging	Meals	Objective #

Subtotal: ____________

V. Conferences (For training purposes that are matched to objectives)

Name of Staff Member	Organization	Location	Date	Registration Fee	Objective #

Subtotal: ____________

VI. Other (Expenses not covered in above categories. Food is not an allowable expenditure!)

Item	Purpose	Cost	Objective #

Subtotal: ____________

Budget Summary: **Subtotals:**

Services ____________
Release Time ____________
Materials ____________
Travel ____________
Conference ____________
Other ____________

Total Requested: ____________
Total Approved: ____________
Approved By: ______________________ Date

____
Signature of Principal/Director

Appendix C

Components of Effective Inservice Training

Component	What it Does	How to Do it	What Good is it?	Comments
Theory	Provides rationale and description of the skill or technique, including potential uses.	Readings, lectures, films, discussions.	Raises awareness; increases conceptual control of a subject.	When used alone, theory rarely results in skill acquisition or transfer of skills into the classroom.
Modeling or Demonstration	Enacts the teaching strategy or skill.	Live demonstration with children or adults; films, television, or other media.	Has considerable effect on awareness; some effect on knowledge; increases mastery of theory.	Modeling alone is unlikely to result in the acquisition or transfer of skill unless accompanied by other components.
Practice	Gives experience with a new skill or strategy.	Simulation of the event with peers or small groups of children.	Once awareness and knowledge have been achieved, practice is an effective way of acquiring skill and strategies.	Practice is an extremely effective way to develop competence in a wide variety of classroom techniques.
Feedback	Offers a system for observing teaching behavior and provides the opportunity to reflect on teaching.	Can be self-administered; provided by peers, observers, coaches, on a regular basis.	Results in greater awareness of one's teaching behavior and knowledge about alternatives.	Changes in behavior will persist as long as feedback continues; then behaviors gradually return to the original point.
Coaching	Supplies support, technical assistance, and commitment to the teacher.	Uses other teachers, supervisors, professors, curriculum consultants as coaches.	Helps teachers to analyze content and approach and make plans to help students adapt.	This element is especially neccessary in the mastery of new approaches or skills; it encourages implementation.

(Reproduced from *Staff development leadership teams: A training manual*. (1984). Columbus, Ohio: Ohio Department of Education). Taken from Joyce, B., and Showers, B. (February, 1980). Improving inservice training: The messages of Research. *Educational Leadership*, 37, 379-385.

Appendix D

Evaluation Plan Format

Purpose: ____

Evaluation Questions	Activities	Responsibility	*Target Dates*	
			Start	Finish

Appendix E

Evaluation Questions

Evaluation Component	Sample Evaluative Questions
Input	Did the needs assessment process produce actual needs?
Input	Was the selected activity the best alternative?
Input/Process	Were activitities adequately planned? Delivered?
Process/Input	What are the attitudes of the staff during the delivery of the activity?
Process	Were appropriate instructional materials used? Strategies?
Product	Were the goals of the staff development activity met?
Product	How did participants benefit?
Product	Are staff/teachers performing differently after completing the activity?
Product	In what way did students of teachers participating in staff development activities benefit?

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II – Audrey Reid, Vocational Equity Coordinator
Title VI – Josephine Martin, Associate State Superintendent of Schools, Coordinator
Title IX – Ishmael Childs, Coordinator
Section 504 – Wesley Boyd, Coordinator

Inquiries concerning the application of Title II, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

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